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ABSTRACT

Moderate success of individualized programs for severely and profoundly mentally retarded persons in a library setting is documented in this report. These programs were developed following a survey tabulation and analysis of individual education programs, individual program plans, programs assessment chart profiles, and psychological and speech evaluations. Areas selected for the target group of 30 persons included fine-motor skills, attention span, communication skills, and cognitive skills. This report includes data on subject performance over the course of the project, as well as a description of the types and scope of the library programs administered. Appendices provide guidelines developed for library volunteers that participated in the project, a list of materials used, curricula, baseline data, a list of reinforcements used, a program narrative report for each subject, the questionnaire used for staff, and volunteer evaluations. (Author/JD)

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Final Report

Project No. 54-0897330-0
Grant No. G007801812

# A DEMONSTRATION PROJECT OF MODEL LIBRARY PROGRAMS FOR INSTITUTIONALIZED MENTALLY RETARDED AND MULTIPLY HANDICAPPED PERSONS

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U.S. DEPARTMENT OF
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## ABSTRACT

The goal of our Project has been to design a replicable model for library services for the severely and profoundly mentally retarded.

Individualized library programs were developed following a survey tabulation and analysis of individual education programs (IEP); individual program plan (IPP); programs assessment chart (PAC) profiles and psychological and speech evaluations. Areas selected for our target group of 30 persons included fine-motor skills, attention span, communication skills and cognitive skills.

Our Project report includes data on subject performance over the course of the project as well as a description of the types and scope of library programs administered. Programs included designated learning objectives, materials and process and their application within a library setting. Our results demonstrated that the individualized programs in a library setting were moderately successful.

NOTE

This Project was conducted at the Northern Virginia Training Center for the Mentally Retarded, Fairfax, Virginia. We would like to express our gratitude to the NVTCMR staff for their help. We would also like to express our thanks to the Advisory Committee for the Library Project and to Volunteer Services for providing us with so many volunteers. We also want to thank the Director of Education and Training, Ms. Mary Jane Billinger, for her constant support and Dr. Andrew Gentile for psychological advice. We also would like to thank Dr. Nancy Blair, our consultant, for such good advice throughout the Project.

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## INTRODUCTION

A review of the literature in library services to the handicapped reveals that historically; (1) it appears that institutional libraries for the handicapped are uncommon; (2) institutional libraries have been committed by tradition and orientation to the purchase of print materials and audio-visual equipment; (3) severely and profoundly retarded residents are unserved for the most part by libraries of any type; and (4) institutional libraries programs are planned without the benefit of detailed knowledge of the needs of the severely and profoundly handicapped persons. Mays (1971), reveals that there is no coordination between teachers of exceptional children and libraries. Also, those who do attempt to serve this population generally present audio-visual materials and story hours. Donahoe (1974), found that for the most part, library programs for the severely and profoundly retarded are developed on a trial and error basis. Also, no data is collected on the individual's progress or different types of materials used.

The lack of information on library services for severely and profoundly handicapped persons has led to this present demonstration project. Having ascertained that libraries are limited by budget, space and staff, the project was proposed to demonstrate an efficient method and procedure to establish an institutional library program that would complement other areas of the institutional client's life. With the help of volunteers and minimum purchases of instructional materials, measurable gains were made in the individual's skill development.

The project was conducted in an institutional library at the Northern Virginia Training Center for the Mentally Retarded (NVTCMR). The Training Center serves 285 residents who are for the most part severely and profoundly retarded:

| MR | PERCENT |
|---|---|
| Borderline | 3.8 |
| Mild | 8.0 |
| Moderate | 27.0 |
| Severe | 33.8 |
| Profound | 27.4 |

On the NVTCMR campus, educational services are provided through contract with the local school division, Fairfax County Public Schools. The school facility serves approximately 126 of our residents between the ages of 2 and 21. The Training Center also has a clinical staff composed of psychologists, social workers, occupational therapists, recreational therapist, physical therapists, speech pathologists, doctors and nurses. Using an interdisciplinary team approach, an Individual Program Plan was developed and implemented in the library in conjuction with clinical, residential and school staff. On the basis of this team approach, it was possible to accumulate information about the types of programs that might supplement the resident's school training. Since this project was considered an integral

part of the Individual Program Plan (IPP) at NVTCMR, parental and resident consent to obtain clinical information, upon which the programs were based, was not required. It should be noted however, that if such a project is replicated by another library, signed consents would most likely have to be obtained.

This project attempted to introduce and demonstrate individual programs for residents within a library setting with the use of volunteer assistance.

## METHOD AND PROCEDURE

After compiling information on 150 individuals, 32 were selected for this study. The information collected on all the others was stored for future use by the library. The objectives for the 32 persons were chosen according to the area of greatest need, and teacher, psychologists and staff confirmation. Each subject was seen for 30 minutes per week and approximately half of the programs were conducted by volunteers. Data was collected each week, for each individual. Two persons were later dropped for medical reasons.

### SUBJECTS

Thirty-two persons were selected after eliminating those residents who were non-ambulatory, aggressive-emotionally disturbed and/or severely health impaired. In accordance with our grant requirement, 75 per cent of the subjects were selected from the severely and profoundly handicapped population under 21 and 25 per cent were selected from the severely and moderately handicapped, over 21 population. An age distribution showed that in the over 21 category, the mode of the ages for the severely handicapped was between 25 and 27 and for the moderately handicapped, the mode was between the ages of 28 and 30. In the under 21 category, the mode was 12 and 21 (bimodal) for the profoundly handicapped and 20 years old for the severely handicapped. The range for the 32 subjects was 22-33 for the over 21 category and 10-20 for the under 21 category. Table 1 shows the actual MR/age groups.

| GROUP 1 SEVERE OVER 21 | | GROUP 2 MODERATE OVER 21 | | GROUP 3 SEVERE UNDER 21 | | GROUP 4 PROFOUND UNDER 21 | |
|---|---|---|---|---|---|---|---|
| SUBJECT | AGE | SUBJECT | AGE | SUBJECT | AGE | SUBJECT | AGE |
| S1 | 24 | S1 | 22 | S1 | 14 | S1 | 10 |
| S2 | 25 | S2 | 22 | S2 | 14 | S2 | 11 |
| S3 | 28 | S3 | 26 | S3 | 14 | S3 | 11 |
| S4 | 32 | S4 | 33 | S4 | 16 | S4 | 12 |
| | | | | S5 | 17 | S5 | 12 |
| | | | | S6 | 17 | S6 | 12 |
| | | | | S7 | 18 | S7 | 14 |
| | | | | S8 | 19 | S8 | 16 |
| | | | | S9 | 20 | S9 | 17 |
| | | | | S10 | 20 | S10 | 17 |
| | | | | S11 | 20 | S11 | 17 |
| | | | | S12 | 20 | S12 | 17 |

TABLE 1 GROUPS OF SUBJECTS AND AGES

## CHARACTERISTICS OF PERSONS SELECTED FOR INDIVIDUAL PROGRAMMING

Five of the subjects had a visual impairment as a secondary handicap. Three had severe seizure disorders. Four subjects were considered behaviorally aggressive by psychological evaluations and five subjects showed self-stimulatory and self-abusive behaviors on a consistent basis.

## SETTING

Twenty-five programs were conducted in the library at a large table. The library is housed in a large room that is divided by a large table. One side of the library contains the staff/professional collection. The other side contains the residential collection. This section contains developmental learning materials, books, magazines and instructional material. Close to the large central table are two acoustical desks with a tape recorder and stereo. A record collection is nearby.

Seven programs were conducted in a residential building. This building housed three groups of individuals, a general office, a physical therapy room and a staffing room. The staffing room was used as the programming room. This room contained a couch and two tables. The subjects and their reinforcements were brought to this room for programming one at a time. Although all seven subjects programmed in this room were ambulatory, this building was the farthest from the library and would have entailed a 20 minute walk to the library.

## VOLUNTEERS

Volunteers for the project were selected by volunteer services. They received a 6-hour training course from volunteer services basically covering the characteristics of our residents, services offered and the human rights and resident abuse regulations that are strictly adhered to at NVTCMR. Volunteer services gives volunteers a variety of choices for their involvement, and the library project was presented as an option to new volunteer groups. Once the volunteer has agreed to work in a specific location, he is interviewed by the respective supervisor and then makes a 6-month commitment for an average of two hours per week.

Approximately ten volunteers supported the library project. Volunteers were given general training in programming, schedules of reinforcement, problems encountered with subjects such as disruptiveness, medical problems, etc. Mock programming sessions were also used. This general training was given for 2-4 hours by the library staff.

Volunteers spent the first three weeks with the supervisor in observing and assisting in ongoing programs. As their skills developed, they were able to conduct the programs and have the supervisor close by in case of difficulty. Volunteers were provided with guidance, ongoing support, and technical assistance. In-services or workshops once a month were also provided in specific areas, such as data collection, seizures, and behavioral

management techniques. Feedback sessions (once a week) were implemented to obtain ongoing progress reports or problems encountered. Volunteers were contracted to spend approximately three hours a week on the library project. (See appendix 1 for volunteer guidelines).

SUPERVISORY STAFF

The supervisory staff for the project consisted basically of the Librarian (Project Director), the Library Research Assistant, and a Data Collection Technician. All conducted programs and supervised volunteers. The Project Director was responsible for recruitment, hiring, supervision, and training of all personnel. The Project Director also instituted recruitment procedures for project volunteers and coordinated quarterly meetings of the Advisory Committee. She was also responsible for ordering project supplies and equipment, and supervised the development of volunteer training guidelines, and was responsible for submitting quarterly project reports to HEW, Office of Education.

The Library Research Assistant was responsible for collecting and tabulating data from the individual's Individual Program Plan (IPP) and the Individual Education Plan (IEP). The Library Research Assistant was also responsible, with the Librarian, for training volunteers to implement subjects' programs. Under the supervision of the Librarian, the Library Research Assistant designed, conducted and evaluated the resident's programs in the library.

The Data Recorder Technician collected data during programs, helped in supervising volunteers under the direction of the Library Research Assistant.

The Advisory Committee under the guidance of the Chief of Education and Training, reviewed quarterly progress, coordinated the various departments and helped find solutions to the problems encountered.

MATERIALS USED

Appendix 2 refers to the list of materials used. Basically the materials used were in two categories, (1) developmental learning materials were used to initiate training, and (2) functional (environmentally related) materials were used for transfer of training. The functional materials were used or adapted to make the task more relevant.

PROCEDURE

Information from various evaluations, staffings and individual school objectives, was gathered in three specific areas: fine-motor, occupational skills and communication with a specific interest in reading/comprehending survival signs (signs found in public places, i.e. "danger"). The areas of greatest deficiency were identified from the evaluations. Confirmation of specific areas of deficiency was then sought from the school teachers, psychologists, speech therapists and residential staff. Through a process of elimination, each resident then had one major area for training identified and several minor areas.

Programs were then selected from various curriculum guides depending on developmental level, age, functionality and individual needs. See appendix 3 for a list of the curriculum guides used. Several of the programs had to be adapted as the project progressed because of individual needs.

Objectives were developed for each resident depending on individual need, and the guidelines of curriculum designs. Criteria were then set for each individual depending on the strategy and expectations for that individual. A pre-test was administered during the first three weeks. The pre-test indicated which individuals already had some background in an area and which did not. Not all individuals started with a zero baseline (see appendix 4). The objectives and criterion were based on the pre-test.

## REINFORCEMENT

Reinforcement was selected on the basis of individual preferences (see list in appendix 5), diet and dental concerns. No sweets were used. All subjects were reinforced with praise after every correct response. They were also reinforced at the end of the thirty minute sessions with food, records, magazines and any other activity they preferred. The phrases "try again" and "try another way" were used when a response was incorrect. Negatives were not used. Physical and verbal prompts were used at the beginning of the programs. Physical prompts were phased out within the first six weeks. All responses requiring a physical prompt were considered incorrect and were counted as such.

## TYPES OF PROGRAMS AND DATA

Data was collected for each session after every response. The data collected depended on the program. The following are examples of the types of programs conducted. A complete description of each program can be found in appendix 6.

Team Leader_____

M. C. Teacher_____

LEARNING OBJECTIVES

1. M. will increase his working time. Criterion: 1-30 minute session.
2. M. will learn to stack 2 blocks independently 10/10 1X.
3. M. will complete a 1 piece puzzle 10/10 1X, with a variety of insert puzzles.
4. M. will learn to do 3 insert puzzles, 10/10 1X.

STRATEGY

M. had to be taught to work through a session without tantruming and throwing blocks. M. also had to learn to work for a much longer period. M. also lacked eye-hand coordination and had to be taught to look at what he was doing. Both the puzzle and the block stacking were taught in the same session to keep M.'s attention.

OUTCOMES

Objective 1 - met
Objective 2 - met 3/22/79
Objective 3 - not met - averaged 60% correct
Objective 4 - not met

Dates of participation - 1/4/79 - 7/10/79
Duration of sessions - for 5 to 30 minutes
Sessions attended - 23
Sessions missed - 4
Reasons: 1. staff infection
2. Chicken pox
3. tantrumed
4. ALA Conference

PROBLEMS ENCOUNTERED

See strategy section.

Team Leader_____

A. B.

Teacher_____

LEARNING OBJECTIVES

1. A. will verbally identify "brown" in a 3-choice situation, and match brown with a sorting box of colors, 1/1 1X.
2. A. will do objective 1 for 4 colors: black, green, brown, and purple. 4/4 1X.
3. A. will do objective 1 for 6 colors: brown, green, purple, black, blue, and red. 6/6 1X.
4. A. will do objective 1 for 10 colors. 10/10 1X.

STRATEGY

Assessment at the start of the project suggested that a viable learning approach would be for A. to identify one color in a 3-choice situation and match that color to the sorting box of colors. As A. progressed, she was asked to identify and match more and more colors up to ten. She was reinforced with magazines at the end of the session. All 10 colors were presented but emphasis was placed on certain chosen colors.

OUTCOMES

Objective 1 - met 1/22/79
Objective 2 - met 3/31/79
Objective 3 - met 4/26/79
Objective 4 - not met

Dates of participation - 1/5/79 - 7/13/79
Duration of sessions - 30 minutes
Sessions attended - 12
Sessions missed - 11
Reasons:
1. rescheduling
2. field trip
3. field trip
4. accessioning materials for grant
5. Easter
6. Special Olympics
7. field trip
8. field trip
9. no reason
10. no reason
11. field trip

LEARNING MATERIALS USED

Books, cubes, sorting box.

14

PROBLEMS ENCOUNTERED

A. sometimes lost attention and had difficulty remembering what color she had to identify.

HOW RESOLVED

Gentle coaching was used to bring her back to the learning situation.

COMMENTS

A. was more comfortable following commands which involved moving about the room and selecting an object. She was less comfortable attending to table tasks that required eye-hand coordination, limited choices, greater attention span and limited field of vision. When attending a table task, A. questioned frequently her answers and asked more often for staff approval.

Team Leader_____

A. P. Teacher_____

LEARNING OBJECTIVES

1. A. will recognize 2 opposites with common objects or pictures used 2/2 2X. She will work with big and little.
2. A. will do objective 1 for 4 opposites: big, little, tall, short. 4/4 2X.
3. A. will do objective 1 for 8 opposites: big, little, tall, short, hot, cold, empty, full. 8/8 2X.
4. A. will do objective 1 for 10 opposites: big, little, tall, short, hot, cold, empty, full, up, down. 10/10 2X.

STRATEGY

Following several sessions of familiarization and staff labeling of the materials, A. was presented with 2 pictures or objects and was asked to identify the correct choice. She was reinforced with magazines and several were given to her at the end of the session.

OUTCOMES

Objective 1 - met 4/14/79
Objective 2 - met 4/28/79
Objective 3 - met 6/30/79
Objective 4 - not met

Dates of participation - 1/5/79 - 7/10/79
Duration of sessions - 30 minutes
Sessions attended - 16
Sessions missed - 7
Reasons:
1. scheduling
2. no show
3. labeling
4. special olympics
5. field trip
6. no show
7. no show

LEARNING MATERIALS USED

Actual objects and pictures.

PROBLEMS ENCOUNTERED

None.

COMMENTS

A. has developed very good tactile discrimination skills to help her compensate for the vision impairment.

## RESULTS

For all individual programs there were two objectives. As Figure 1 shows, 83% of all subjects met their first objective. On the second objective, 68% achieved that objective. Table 2 demonstrates that some subjects had more than two objectives and a summary of the percent who met their other objectives is included.

The individuals involved in the project also benefited from the one-to-one attention and the exposure to a new setting. There was also an increase of participation of involved individuals with the Library. The frequency of visits to the Library for some individuals increased. Also, materials charged out by the Library Project participants increased. It can be seen that an important leisure time activity resource, the Library, became part of the lives of the participants.

### EFFECTS ON NVTCMR

The NVTC staff also benefited from the Library Project. Several presentations (4) were made to the personal care staff of different living sections. Three of the programs developed by the Library Project were later carried out by staff members with other residents. General information and guidance in the selection of curricula was given to approximately 25 staff members as a direct result of the Library Project.

A questionnaire was administered to the personal care staff. The results, listed in Table 3, shows that the personal care staff perceived that the individual programs had been beneficial for the participants and that they were viable programs for severely and profoundly handicapped persons. The care staff also perceived (100%) that a continuation of the project would be highly beneficial to the participants. In general, the questionnaire showed that the Library Project was in concert with habilitation and education objectives for the individuals enrolled. See appendix 7.

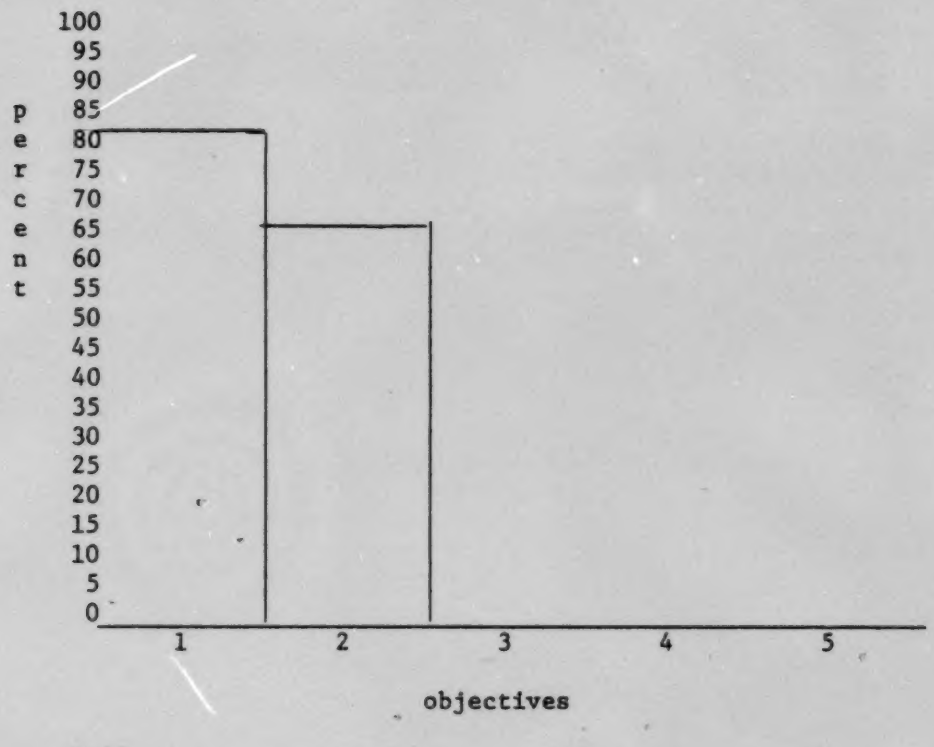
The Library Project also increased parental awareness of the Library. A presentation and a reception was given for the Parent Association of the Center. Approximately 25 parents attended the meeting. We also received seven telephone calls from parents asking for further information and progress of their son's and daughter's program. The parents also asked specifically for information concerning a continuation of the training after the six and a half month objective for providing individual programs had been met.

### VOLUNTEERS

One of the most beneficial aspects of the Library Project was the contributions of our volunteers. In the past six and a half months approximately 400 hours were recorded specifically

Figure 1

Percent of participants who met their objectives:




N=30

Table 2

Percentage of subjects meeting all other objectives:

| OBJECTIVES | NUMBER OF PARTICIPANTS | PERCENTAGE MEETING OBJECTIVE |
|---|---|---|
| Objective #3 | 29 | 45% |
| Objective #4 | 21 | 18% |
| Objective #5 | 10 | 10% |
| Objective #6 | 3 | 67% |
| Objective #7 | 2 | 0% |

TABLE 3
QUESTIONNAIRE RESPONSE FROM THE PERSONAL CARE STAFF

1. Is the program in concert with residential objectives:

| | | | | | |
|---|---|---|---|---|---|
| NEVER | 17.24% | ALMOST NEVER | 10.3% | SOMETIMES | 31.0% |
| USUALLY | 10.3% | ALWAYS | 27.6% | NO ANSWER | 3.4% |

2. Have you observed any progress:

| | | | | | |
|---|---|---|---|---|---|
| NEVER | 13.8% | ALMOST NEVER | 17.24% | SOMETIMES | 44.83% |
| USUALLY | 17.24% | ALWAYS | 0% | NO ANSWER | 3.0 % |

3. Any other gains:

EXPOSURE TO A NEW SETTING 37.9% ONE TO ONE ATTENTION 72%
NO 13.8%

4. Has the project increased participants awareness:

YES 62% NO 38%

5. Is it a valid program for S/P:

YES 97% NO 3%

6. Any difficulties in implementing project:

YES 21% NO 79% What are they: BEHAVIORAL PROBLEMS

7. Were the trainers well trained:

YES 93% NO 3% NO CONTACT 3%

8. Any difficulties with trainers:

YES 0% NO 97% NO CONTACT 0%

9. Would you have done a similar program with participants:

YES 59% NO 38% NOT SURE 3%

Would you have done a similar program with others:

YES 76% NO 21% NO ANSWER 3%

10. Would you have staff or time to a similar program:

YES 69% NO 24% NOT SURE 3% NO ANSWER 3%

TABLE 3
Page 2

11. Would you arrange for participant to continue:

YES 97% NO 3%

12. Would you mant more persons in program:

YES 100% NO 0%

13. Has it increased staff's awareness of library:

YES 76% NO 21% NO ANSWER 3%

14. Do you want an inservice on method used:

YES 97% NO 3%

for the Project volunteers. The volunteers not only conducted some of the programs but also helped in the decision making process for certain programs. With adequate training, they were able to make helpful recommendations when materials or programs needed to be revised. They also became proficient in observing behavioral changes in the participants and reacted accordingly. They also helped in adapting the available materials to the participants' individual needs. At the conclusion of the Project, the volunteers were eager to continue as many of the programs as possible. From the residential care staff's requests and by preference of the volunteers, 12 of the original participants continued their training through the Summer of 1979. Three new individuals were added based on the residential care staff's suggestions. The programs developed for these new participants were based on information from the data base collected at the onset of the Project. The Library staff offered assistance and guidance to the volunteers in this continuing project activity. Plans are being developed for a continuation throughout the school year with the Library as the training resource and coordinating center for volunteers. The Librarian will be coordinator of this continuing project activity.

## DISSEMINATION

During the course of the Project, we received approximately 25 requests for copies of our final report. The Library staff participated in a discussion group at the American Library Association Conference held in Dallas in June, 1979; and made a presentation at the Virginia Library Association, Institutions Reaching Out Forum in Richmond, September, 1979. The Library staff is also planning to make a presentation of the Project at the American Association for the Education of the Severely/ Profoundly Handicapped Conference in Chicago, October, 1979. A professional video-tape was made of the Library Project in conjunction with the Northern Virginia Community College. This video-tape will also be used at the National Conference of AAESPH in Chicago.

## PROBLEMS ENCOUNTERED

There were several problems encountered while conducting the Library Project. Basically, the problems were in four areas: (1) absenteeism of participants, (2) transportation of participants from some of the residential buildings, (3) behavioral problems which could not be effectively managed by Library staff, and (4) turn over of volunteers.

The average number of sessions attended by each participant was 16.5 out of a possible 27 sessions. Table 4 gives an explanation of the reasons for absenteeisn. As the table demonstrates, illness and other activities planned for the individuals were two of the major reasons for absenteeism. For example, one living

TABLE 4
ATTENDANCE

Percent of Sessions Missed by Participants for Various Reasons

| REASONS | PERCENTAGE |
|---|---|
| 1. Federal Grant Activities, Problems, Meetings and Consultations | 20.52% |
| 2. Other Activities Planned (Pool, Camp, etc.) | 20.15% |
| 3. Illness | 17.54% |
| 4. Miscellanceous-no reasons given | 13.43% |
| 5. Behavioral Problems | 11.19% |
| 6. Rescheduling | 6.34% |
| 7. Refusal to come to the Library | 4.48% |
| 8. Snow-lack of transportation | 3.36% |
| 9. Lack of Staff to Conduct Program | 2.98% |

Average Number of Sessions Attended 16.30%
Average Number of Sessions Missed 8.93%

Overall Percentage of Sessions Attended 65%

area had several residents contract chicken pox which meant that the entire building was quarantined for a three week period.

Most residential facilities offer a wide variety of leisure time activities and NVTCMR is no exception. At times the field trip schedule is quite full and limited staff coverage, vehicle availability and other considerations impacted considerably on the attendance of our program.

Transportation problems. One of the problems which occurred at the onset of the project, was transportation. One particular living section was a 20 minute walk to the Library. All the participants from this particular building were able to walk. However, these participants could not walk for any great length of time and with inclement weather, it was nearly impossible for them. The Library staff then made the decision, with the approval of the Advisory Committee to conduct the programs of these participants in their living section.

Behavioral problems. Several participants had behavioral problems that were severe. Programs for participants (2) who had difficulties, which required the clinical support of a psychologist, were cancelled until the individual could be brought under behavioral control. Other behavioral problems were dealt with by the Library staff and the volunteers. Participants with self-stimulatory or self-abusive activities were physically prompted to return to the task. Generally, only verbal prompts were necessary. Individuals who were disruptive were first verbally prompted to work and if necessary, physically prompted. Participants who had attention span problems were verbally guided back to the learning situation.

Turn over of volunteers. The total number of volunteers for the Project was 10. However, for the first two months there were three volunteers and two of them left at the end of the second month. Between the second and fourth month, two more volunteers were added. By the end of May, two of these had left and within two weeks, five more were added. The programs ended with six volunteers. On the average, each volunteer worked approximately three hours per week. The challenge for us was to assist the volunteers toward maximun consistency in the implementation of the programs--and this was the major emphasis in training. As we got to know the volunteers, we learned that many of them had creative ideas. However, due to the nature of this project and the need for consistency in the implementation of the programs, some of their ideas could not be used. Since guidelines for the programs had been established at the onset, some of the volunteers felt themselves caught in a bind.

A questionnaire was administered to the volunteers in order to evaluate the project and request their ideas for changes. From the questionnaires that have been returned, the volunteers considered the Library Project to be a positive experience and a learning experience for themselves and for the participants. One of the interesting points that was revealed by the questionnaire is that when asked if they (the volunteers) would have liked to see any changes in the programs or the Project, all answered that they would not have wanted to change anything.

## DISCUSSION AND RECOMMENDATIONS

The data collected and the questionnaires demonstrate that (1) individual programming in a library setting was successful, (2) staff evaluated the programs as being successful, and (3) interest in the library increased.

Individual programming was not only successful in what the participants learned, but in providing one-to-one attention and the exposure to a new setting. The participants, especially those who never had a chance to use a library before, had a chance to develop and use a leisure time activity. The residential care staff felt that the Library Project was a useful and important part of the participant's life. The most important aspect of the Project was in finding programs and materials that are appropriate for severely and profoundly handicapped persons.

The disadvantages of the Project are in (1) volunteer turnover, (2) absenteeism and (3) behavior problems. At this point it is felt that these problems are intrinsically involved in working with the severely and profoundly handicapped while using volunteers.

Should this Project be replicated, it is recommended that the volunteers receive more intensive training and that the training be carried out more frequently. To increase the volunteers' motivation, it is recommended that feed-back and progress reviews should be made on a consistent and frequent basis. Close communication between the supervision staff and the volunteer is necessary to maintain the volunteer's enthusiasm as he/she progresses from initiation to mental retardation and confidence in dealing with a handicapped individual. It is also suggested that students from nearby high schools or colleges be used with the incentive of course credit. Using students in the field would facilitate training in the sense that they would already have a theoretical approach to behavior.

However, the turnover rate and the need to motivate the volunteers points to developing a training program for volunteers that are working in a library and/or volunteers working with the handicapped. Such a training program would take into account the motivation and general characteristics of volunteers. Perhaps some insight could be gained as to why volunteers would want to work in a mental retardation training institution and why they would be willing to work in a library. However, the most important question that such a project could answer, would be why volunteers leave before fulfilling their commitment.

Basically, the library staff and the library itself can be seen as a resourse center for training. With the purchase of curricula and appropriate learning materials, it is feasible that the library can be used by the handicapped individual, the parents, the professional and para professional staff as a source of information, and a setting where either a skill can be learned

or a leisure activity enjoyed.

With the passing of PL 94-142 and PL 95-602, all public institutions will provide community services and appropriate education to the Developmentally Disabled. Librarians need to know who the Developmentally Disabled are. Librarians now have the opportunity to become more actively involved in providing services to the disabled. The trend is to phase the disabled out of institutions and into community settings. Because of the legislation, funding is provided so that libraries can get involved.

## APPENDIX 1

## GUIDELINES FOR VOLUNTEERS

Following Initial Orientation to NVTC and the Volunteer Program conducted by Volunteer Service, volunteers participating in the Library Demonstration Project will receive the following training:

I. Volunteers will be scheduled to attend a two-hour session on the goals and objectives of the Project

II. They will have the opportunity to observe several video-taped programs which describe existing programs

III. The Librarian and the Library Research Assistant will provide ongoing support, guidance and technical assistance

IV. A selection of books and articles will be made available to the volunteer to assist the volunteer in their understanding of programs

V. Periodically, time will be scheduled for staff and volunteers to assess progress, resolve any concerns or questions, and mutually plan

VI. Volunteers will be invited to attend the Data Collection Class offered to the New Direct Care Staff at NVTC

VII. Volunteers will be invited to attend the Behavior Modification Class offered to the New Direct Care Staff at NVTC

## OUTLINE OF TRAINING SESSION FOR LIBRARY VOLUNTEERS

| | | |
|---|---|---|
| 1. | The goals and objective of the Library Project. | 20 minutes |
| II. | Discussion of handicapping conditions of the participants. | 20 minutes |
| III. | Introduction to the participants, their programs and the development of these programs. | 30 minutes |
| IV. | General aspects of programming. | 30 minutes |
| V. | Importance of data collection | 60 minutes |
| VI. | Observation of several videotaped sessions of programs. | 20 minutes |
| VII. | Mock demonstration sessions of actual programs and material. | 30 minutes |
| VIII. | Question and answer session. | |

The Goals and Objectives of the Library Project:

The Federal Grant that the NVTC Library has received is specifically designed to study the feasibility of providing library services directly to severely and profoundly mentally retarded clients. At this point, we have approximately thirty persons who have been selected to participate in our project. Hopefully, the results of our efforts will be helpful to other libraries providing services to the handicapped, and will demonstrate a more active role for public, school and institutional libraries which could begin to serve this population.

Our project requires that we select and train for a six month period, children and adults who are severely and profoundly mentally retarded, and who, for statistical purposes, meet certain age criteria. Data is constantly collected and evaluated to examine the feasibility of programming in a library setting.

Individual library programs for clients were developed to complement their training and education programs at school and in the residential living units. Our final report will hopefully serve as a tool for other libraries suggesting perameters to evaluate and provide services to this specific population. The report will also describe the problems we have encountered and the solutions, if any, reached. Additionally, we will be reporting the types of materials used in our project.

In summary, our aim is to inform libraries of the potential of this particular population and what services may be feasible, in a library setting, to contribute to their growth and development.

We have a strong need for volunteers in this project. First and foremost, to assist in the completion of this project by helping to implement the individualized programs, and secondarily to provide feedback and suggestions on program implementation. Although the programs will formally continue for six months, it is our intention that they can be, and will be, implemented indefinitely by volunteers. And with your help, we can continue to refine our guidelines as to how such a project supported by volunteers can be carried out. After the residents, volunteers are, therefore, the most essential component of this project. We ask that each volunteer give us as much feedback as possible about the programs and the residents.

Discussion on Handicapped Conditions of the Participants:

At the Northern Virginia Training Center, our residents are functioning on many varying levels. The clients in our project are: the severely, profoundly and moderately mentally retarded. The severely and profoundly mentally retarded children or adults are usually still learning to eat without assistance, dress themselves, toilet themselves and learn the other basic skills that we take for granted. Our clients can also generally be considered to be non-verbal: although some of them have learned some speech, it is not complex. As you get to know our clients, you will observe

that they have learned to communicate with others by signing, gestering and facial expression. Their emotions are reflected in their body language.

Some of our clients have learned self-stimulatory activities. Some are quite shy and withdrawn. Each individual has his own personality and a repertoire of learned behaviors. No hard and fast rule can be applied to our clients; we must get to know and work with each person on an individual basis. No two residents show their anger in the same way: some may exhibit self-abuse, some may be aggressive, some withdraw from the situation, and some may urinate, defecate, vomit or have a seizure as a response. On the other hand, some residents show their happiness by a hug, smile, laugh or a touch. The cognitive level of our clients may be the only feature that they have in common. The difference in the quality of life for a severely or profoundly retarded person lies in what we have been able to and can teach him. Systematic training is critical to enable the resident to reach his full potential.

Our project complements and enriches the training that occurs in other areas of the residents' lives. We must be aware, however, that although progress can be made. there are no miracles and no overnight successes, but rather a day-to-day effort to obtain the desired goal. Thus, these residents are not easily taught the skills that they must learn. Training in specific areas may last a few weeks or months to a few years. No matter how simple that task looks, it is with great effort and patience on the part of the trainer that learning occurs. Success of the training effort depends on the perseverance and patience of the trainer.

Another point to remember is that our clients show preferences for certain individuals and trainers. They do react to different trainers, different environments and are usually not at their best with a new person or environment. Therefore, like the normal individual, they need time to adjust and get to know you. They also develop strong attachments to certain individuals.

Introduction to the Participants, Their Programs, and the Development of These Programs:

The programs were selected on the basis of information gathered from the school and Residential Services and the evaluation performed by our clinical specialists. A review of this information suggested training priorities for our project. The programs were then selected in these priority areas. Some programs were individually developed and others were taken from published material. The programs are in various areas, including communication, fine-motor, discrimination, and basic cognitive skills.

The residents were selected on a random basis from a general population of 150 residents. After having ascertained that these residents were eligible for programming, we researched and excluded those with severe seizure problems, those with severe behavioral problems requiring medication, and those who were non-ambulatory.

We then selected thirty-two persons and made sure that these randomly picked individuals were in the correct number of each group (12 severely retarded, 12 profoundly retarded, 8 moderately retarded). As the project progressed, it was necessary to drop two individuals for medical reasons. Training for the moderately retarded includes color discrimination programs, sight reading, polar opposites, word content, spatial prepositions and learning to add. For the other groups, the largest areas include spatial prepositions, differentiating between one and many, eye-hand coordination, attention span, and visual and auditory tracking skills. As you can see, the variety and scope of the programs requires us to be versatile trainers - able to adjust quickly from one emphasis and level of approach to another as we help the clients. The residents, as mentioned previously, bring to the training setting behavioral responses which are sometimes very difficult to handle. We do have a widely mixed group of clients with various and sometimes known learning and behavioral problems. We have no standard way of conducting all the programs.

A great deal of professional time has been invested in developing these programs. Even though they, at first, may not appear to make sense. They are validated programs from various curriculum guides, and they will be successful if we reliably and consistently follow the established training procedures. Let's talk together if you have questions, but we do need you to follow through with exact details.

General Aspects of Programming:

Programming is another term for teaching. It may involve a good deal of repetitive practice and a great deal of patience. Let's say that we wanted to teach an individual basic geometric shapes. (It might help the resident recognize his name!) The trainer starts by choosing one particular shape, usually the one to stand out the most; second, the one as dissimilar as possible from the other shapes. He would then present this shape to the individual and say "square, Joe feel the square". He would present that resident several times with that shape in other contexts. His next goal is to teach the individual to discriminate when presented with two shapes. Thus a trial situation is set up where the individual has to discriminate. He rewards the resident for every correct answer and tries another way when the resident picks up the wrong shape. After quite a few trials, the resident has learned to differentiate between "square" and any other shape presented. It is the responsibility of the trainer to use different types of squares and change the order of presentation in order to make sure that the resident has really learned "square" and not just learned to hand a particular item to the trainer. The real test comes when the trainer tries to teach the resident another basic shape.

It can be seen then, that basic programming involves certain basic steps: 1. Presentation of material (having the resident feel it, touch it, play with it, smell it). 2. Having the resident recognize that shape no matter in what context is is presented, and having the resident discriminate that shape from other shapes

to insure that he/she has labelled the particular shape. Sometimes physical prompts or guidance is necessary to teach the resident.

However, no program runs as smoothly as what has been described above. There are several problems confronting the trainer. These problems and our skills in helping you to find ways to solve them makes the difference between a successful program and a failure.

The first problem is that the resident does not see the importance in learning these shapes. Also, the resident may be expressing some self-stimulating activity that may be more rewarding than learning. The question then becomes, how do we help the resident to get involved in a learning situation. For the majority of our clients, however, with patience and a firm voice, they can be led back to the task. When a resident aggresses or disrupts the program, he should be removed from the situation, given a chance to calm down and then returned to the learning situation. At this point it is important even for a few minutes to go back to the program. Simply stated, the resident should not get the impression that his behavior will allow him to leave the training situation. If he does get that impression, he will repeat the behavior for the rewarding consequence of leaving.

There are several behavioral problems which may be lumped together as "attention getting behavior". These behaviors show up as hesitations, irrelevant questions that do not pertain to the situation, physical prompts demanded of the trainer above and beyond the ability of the resident, and general disruptiveness. These behaviors, for the most part, should be ignored. This is an arbitrary decision by the trainer or check with staff. For the most part, after several sessions with a resident it becomes obvious when he is "playing games". The most important aspect of this type of situation is that the trainer under no circumstances should show anger at that resident.

Answering his irrelevant question would be reinforcing. Looking at him in the eyes would be reinforcing. Paying no attention to him is the best procedure for the trainer.

Another problem may be our clients' limited attention span. The severely and profoundly retarded typically do not have a long attention span and we need to provide for short breaks to allow the resident to regain his attention, and to allow the trainer to regain control of the situation.

Reinforcements:

There are several types of reinforcements. Before mentioning them, it is important to realize exactly what a reinforcement is. Basically, a reinforcement is any reward that the resident enjoys. It is given for good work, and for good behavior. Most reinforcements are a tool in helping the trainer to motivate the resident to do the work. The one problem with reinforcements is that it must be given immediately after the resident has performed the required task. The reason is that if sufficient time elapses between response and reinforcement, the other behaviors that the resident has done are the ones that are reinforced. For example: Given that John has chosen the right object and the trainer allows

five minutes to go by. John has had time to, say. . .scratch his nose, the trainer then gives the reinforcement. John will have been rewarded for scratching his nose, not for choosing the right object. A child learns by association, so does a resident. He will associate his last act with the reinforcement. If the trainer does this several times, no improvement will be seen in that resident's score (the frequency of nose scratching, however, may go up!). Thus, it can been seen that a reinforcement should be used immediately to be effective. Another problem that frequently occurs is that the trainer must discern the resident's choice. In other words, the trainer must find something that the resident likes. He must find a powerful motivator. A resident may work for popcorn but not cheesepuffs. The actual score of the resident depends sometimes entirely on what was used. The next issue is, what are the types of reinforcement and when are they used? There are several types of reinforcements. The most popular is food. Note that the resident may not be hungry; just as you are not when you reach for a candy bar. Food has intrinsic value; the value of food is in the food. It tastes good. The act of eating itself may be a primary reinforcer. The dentist and the dietician and the doctors have come up with a list of acceptable reinforcements. Individuals are reinforced according to this list and their personal preferences. Another popular reinforcement is social praise. At this point, it is important to make clear that any resident or normal person passes from food to social praise. Some residents have to be taught to prefer social praise. Thus, a resident may be started with a high schedule of reinforcement (after each trial) and then brought down to a low level of food and a high level of praise (food every ten correct trials, praise every two correct trials). The possibilities are endless. Note that the severe and profound are still at the food stage basically. The schedules may vary, but basically food is used and praise is added for good measure. Praise may be defined as hand clapping, several encouraging words, "Good, John!!", a pat on the back, a handshake. A combination of one or two is usually used. The choice depends on the trainer and the most meaningful praise for the resident.

The attitude of the trainer in any programming session is most likely the greatest tool that he will have. No learning material, no reinforcer, no super-efficient program can take its place. The response of the trainer to several of the situations that are encountered within a single session, either makes or breaks a program. A shout, a no (badly placed), a response when ignoring would have been better, can spoil a session. At that particular moment in a resident's day, you are important. He takes his cues from your reactions, your attitudes as you work with him, and especially your voice. You will find that voice can be a powerful instrument when used correctly. If nothing is found, reinforcement, attitude on both parts must be examined. Be honest with yourself. Did you really want to run the program? Do you really like that resident? We all have favorites. Also, we all have people that we simply cannot work with. The only thing that should be asked of you is not to make a snap judgement. One session is not enough. Sometimes, several sessions

are necessary. It is important to realize that residents have their preferences, too. It takes them a few sessions to get used to a new trainer. It is the responsibility of the trainer to make comments about the program, the resident, and any situation he/she does not feel comfortable with.

Importance of Data Collection:

Data needs to be collected for each program, every time that the program is implemented. There are several reasons for this. First of all, data is needed to demonstrate the effectiveness of the project. The second reason is that with data we can see at a glance how successfully or unsuccessfully the resident is learning. Thus, progress can be charted. Another reason is that data, if properly collected, can pinpoint certain"habits" or perseveration that the client may express when responding to the program. For example, one of our residents, when given a two choice situation where only one choice is correct, will always choose the one on the left. Data has helped us pick up this type of information and we have adjusted the program to suit the learning style of that particular resident.

The question at this point is, how to collect data? Let's say you are trying to teach a resident to discriminate between colors. You are trying to teach red. You present red with blue and ask the resident to give the red book. The resident is able to do so 5 out of 10 times that you tried. Thus, you know that 50 percent of the time this resident can discriminate. You may wish to also collect data on which side he usually chooses from, if he has a preference, or you may wish to collect information on how long it takes him to respond, or you may wish to find out how many times he looked at the object (50 percent is still considered chance and he will have to do much better before moving to the next color).

Obviously then, data is important in determining and planning your strategy for the next session or the end of that session. The problem with data collection is that to be useful, it has to be accurate. In other words, if the trainer forgets to write down the score or gives full score for a half response, the data will reflect this, and therefore, give the wrong information for future planning. Data reflects exactly what the trainer wants it to reflect, and without objectivity, it becomes worthless.

The staff will be glad to answer any general or specific questions you may have about data collection procedures. As you are introduced to the individual programs, you will receive training on the data collection method of each program.

Seizures and Medication:

Basically, convulsions are not common among the clients that we work with. However, if a seizure should occur while you are working with a client, the first thing to do is to protect his head. You will always be working in a team and one of you should run to get help. The other should stay. If possible try to time

the length of the seizure and the type of movements that the person makes while seizuring. This type of information is important to our doctors. There are several types of seizures. The drop seizure is when the client falls to the ground without any warning and convulses. Sometimes a client may look blank while you are working with him. He smacks his lips and his expression is blank. This type should be reported to the unit staff who will then proceed to record it. Many of our clients are on medication for various disorders. If while working with the client you do notice something unusual, please tell the unit staff or the person in charge. They will be happy to answer any questions you may have. Basically, the important thing is to stay calm and make sure the resident's head is protected, do not try to insert anything in his/her mouth and have someone run for help.

Each seizure has to be reported on a seizure chart. If you have observed a seizure, the residential staff will ask for your help in reporting as accurately as possible what happened. It is not a complicated proceduare. A seizure chart is included in our manual so that you may have an idea of what to look for.

Many of our residents are on high dosages of medications of all types. Some of these medications are for seizures and others are for various problems. Sometimes the medication may affect the client differently. For example, if that client worked very well and seems fully aware one day and very sleepy the next; this may be due to his/her medication. However, it is a good idea to make a note of it and also talk to the staff. They will be able to tell you if there has been a change in medication or anything else that may have affected the client.

NAME: _____ DATE: _____

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| | OBJECTIVE: | #OF TRIALS | # CORRECT/RESPONSES |
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NVTCMR Form 141
5/79

NORTHERN VIRGINIA TRAINING CENTER
FOR THE MENTALLY RETARDED

## Seizure Record

| | 7 AM - 3 PM | 3 PM - 11 PM | 11 PM - 7 AM |
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| 31 | | | |
| | TOTAL | | |

Description of Seizure,
Date: (See #4 reverse)

Month(s) _____ Year _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

*Replaces NVTC Form 37 & 38 which may not be used.

(See Reverse for Instructions)

ADDRESSOGRAPH

Previous Year (See #5 below)

| | | | |
|---|---|---|---|
| January _____ | April _____ | July _____ | October _____ |
| February _____ | May _____ | August _____ | November _____ |
| March _____ | June _____ | September _____ | December _____ |

1. Start form on first of month, write month on lower left, if no seizures during the month, write "0" after month and use same sheet for next month (Add this month to blank line on lower left)

   Example: January - 0
   February - 6

2. If a resident has a seizure during month - start a new form the first of following month.

3. Date and describe type of seizure activity in designated space on right. Write description each time only if different. Sign name and title after description. Mark X on total number of seizures in correct time and date box on left.

4. Include following when appropriate - loss of consciousness, fall from upright position, rigidity, jerking, limp dropping to ground, staring, rotation of eyes or head, sudden arm or head jerks, parts of body involved, change of skin color, incontinent of urine or feces. Duration of seizure. State of consciousness during and after seizure (confused, sleepy).

5. In January of each year, summarize number of seizures for previous year on back of new January seizure form and send previous year copies to Resident Records.

6. The person observing the seizure should record on seizure record and on I. D. notes for each seizure.

# APPENDIX 2

## LIST OF MATERIALS USED

APPENDIX 2

LEARNING MATERIALS USED IN THE LIBRARY PROJECT

Title: Attribute Games $24.95
Publisher: Teaching Resources Corporation
Boston, Massachusetts 02116
Purpose: To teach shape discrimination
Components: 60 pieces in plastic of five shapes, three colors, two sizes, and two thicknesses.

Title: Bead-O-Graph $16.25
Publisher: Judy Corp.
Morristown, New Jersey
Purpose: To use it for adding numbers and to discriminate between more and less objects.
Components: Ten rods of different lengths that fit into a solid base board; each rod holds a different number of beads, up to ten.

Title: Bristle Blocks $12.90
Publisher: Playschool, Inc.
A Milton Bradley Company
Chicago, Illinois
Purpose: To be used to teach eye-hand coordination
Components: 64 colored blocks of bristles.

Title: Colored Beads: Cubes and Round $13.95
Publisher: Teaching Resources Corp. (c.1971)
Boston, Massachusetts
Purpose: To work for eye-hand coordination, color, shape size, matching, class and memory.
Components: Hardwood beads in two shapes, cube and round, in 3 sizes and 6 colors; 12-24" black laces.

Title: Common Objects
Publisher: None
Purpose: To help in the transfer of training of such skills as spatial prepositions learning to count, and learning to differentiate between more and less.
Components: Cups, forks, magazines, records, coins, paper clips, books and all of the materials that a library contains.

Title: Counting Man $14.90
Publisher: Cusader, Inc (1979)
Purpose: To help learn to count, add by using it demonstrates amount of pegs and sticks.
Components: Wooden design of a man shape with 12 red sticks that fit into sockets for fingers and ears.

Title: Discovering Opposites $11.25
Publisher: Special Educational Materials, Inc.
Yonkers, New York
Purpose: This set is used to teach basic adverbs: (e.g.) up and down.
Components: 48 picture cards and one booklet; We Match Opposites.

Title: Easy Grip Texture Balls $15.00
Publisher: Exceptional Play, Inc.
Lawrence, Kansas
Purpose: To be used to show tactile discrimination. Soft as opposed to hard.
Components: Contains 1 set of 3 balls. Soft as sponge.

Title: Fokes Sentence Builder $43.50
Publisher: Teaching Resources Corp. (c.1976)
Boston, Massachusetts
Purpose: To teach who is doing what-where to build small sentences into larger ones.
Components: One guide book, 50 cards, insert cards, and one black card holder.

Title: Functional Signs
Publisher: Developmental Learning Materials
Niles, Illinois 60648
Purpose: Signs of various colors to teach words and meanings of common public signs.
Components: 20 cards of various colors and shapes with words such as danger, stop, etc.

Title: Groovy Shape Boards $16.00
Publisher: Exceptional Play
Lawrence, Kansas
Purpose: To learn shape descrimination by touch.
Components: Cloth, wire, hard rubber, soft rubber.

Title: Insert Puzzles
Publisher: Playschool, Inc.
A Milton Bradley Company
Chicago, Illinois
Purpose: To help teach eye-hand coordination.
Components: 5 puzzles with different common objects or shapes. Wooden knob on top of each piece.

Title: Lego Universal Building Set $33.80
Publisher: Lego Systems
Enfield, Conn.
Purpose: To help in eye-hand coordination.
Components: Set for boys and girls from 1 1/2 years old. Lego No. 1040 set.

Title: Match & Fit $10.55
Publisher: Special Education Materials
Yonkers, New York
Purpose: To teach shape discrimination skills.
Components: A circle, square and triangle which fits into a base.

Title: Pattern Cards for Colored Beads $ 7.95
Publisher: Teaching Resources Corp. (c.1971)
Boston, Massachusetts
Purpose: To help eye-hand coordination, visual perception, and to help develop all basic skills.
Components: 70 pattern cards in sequencing bead patterns, square cards about 6" x 6".

Title: Rhythm Band Instruments $10.35
Publisher: Special Education Materials, Inc.
Yonkers, New York
Purpose: To guide and direct individuals to track by the sound of an instrument.
Components: Maracas, tamborines, small 1/2 inch bells, wrist bells.

Title: Shape Sorting Box $12.00
Publisher: Teaching Resources Corp.
Boston, Massachusetts
Purpose: To use it to teach color discrimination and shapes
Components: Two wooden nesting boxes and ten wooden blocks of five shapes with colors of each shape of block.

Title: Shape Sorting Box $24.00
Publisher: Teaching Resources Corp.
Boston, Massachusetts
Purpose: To help M.R. learn numbers, shapes, and colors by matching code strips.
Components: One sorting box, 3 code strips to place on top box with 10 slots on top of box to drop in the tiles of wooden strips of colors, numbers, and shapes.

Title: Tactile Materials
Publisher: None
Purpose: For tactile discrimination
Components: Rocks, blocks, wood pieces, shells, books, cotton, silk, foam, cloth.

| | | |
|---|---|---|
| Title: | Textile Texture Set | $ 9.95 |
| Publisher: | J. A. Preston Corp<br>71-Fifth Ave.<br>New York, New York | |
| Purpose: | To teach one to differentiate between materials of soft and hard material cut in circular design. | |

| | | |
|---|---|---|
| Title: | Threading Puzzle Block | $ 8.00 |
| Publisher: | Exceptional Play Company<br>Lawrence, Kansas | |
| Purpose: | To be used to teach eye-hand coordination. | |
| Components: | Two wooden blocks, puzzles on strings. | |

# APPENDIX 3

## CURRICULUM GUIDES

## CURRICULUM GUIDES

Anderson, D. R., Hodson, G.D. & Jones, W. G. Instructional Programming for the Handicapped Student. Springfield, Ill.: D. D. Thomas, 1975.
USED FOR:
Concept Skills
Body Parts
Color
Instructions
Shape Discrimination
Building Blocks
Putting Puzzles Together
Pictures of Common Objects

Brown, L., Scheuerman, N. & Crowner, T. Madison's Alternative for Zero Exclusion: toward an integrated therapy model for teaching motor, tracking and scanning skills to severely handicapped students. Vol. VI, part 3. Madison, Wis. Madison Wisconsin Public Schools, Department of Specialized Educational Services, 1976.
USED FOR:
Visual Tracking - horizontal, diagonal, circular motions, fixation, barriers.

Folio, R. & Dubose, R. F. Peabody Developmental Motor Scales. Experimental edition. Nashville, Tenn.: Institute on Mental Retardation and Intellectual Development, John F. Kennedy Center for Research on Education and Human Development, George Peabody College for Teachers, 1974.
USED FOR:
Developing Pincer Grasp
Peg Board
Turn Door Knob
Vertical Circular Strokes
Strings Beads

Guide to Early Developmental Training. Lafayette, Ind.: Wabash Center for the Mentally Retarded, 1972.
USED FOR:
Match Different Pictures of Same Object
Discriminate Circle and Square by Matching
Learn Color Patterns
Match Sounds (Auditor discrimination)
Building Block Towers

Johnson, V. M. & Werner, R. A. A Step-by-Step Learning Guide for Older Retarded Children. Syracuse, N.Y.: Syracuse University Press, 1977.
USED FOR:
Task Attention (Sort pegs by color; progressive complexity)

Eye Hand Coordination: "Lids and Jars", Cutting with Scissors
Writing Readiness
Drawing Shapes

Oregon. Corvallis School District 509J. Curriculum-Cummulative Progress Report for Teachers of the Trainable Mentally Retarted, 1971-1972. Corvallis, Oregon: Mental Health Division, Community Mental Retardation Section, State of Oregon, 1972.
USED FOR:
Peg Board Patterns
Pincer Grasp Development
Imitation of Circles, Horizontal, Vertical Lines
Tracing Shapes
Pre-post Tests
Coloring Basic Shapes
Follows Moving Objects
Shape Sequencing
Puzzles
Door Knobs
Threading Beads
Stringing Beads
Cutting with Scissors
Peg Boards
Pre-writing Skills
Tactile Discrimination
Auditory Discrimination
Visual Pursuit
Development of Casuality
Pointing of Body Parts
Identifying Common Objects
Following Directions
Identifying Functions of Objects
Singular and Plural Objects
Identification of Position of Objects (Spatial prepostions)
Polar Opposites
Understanding Pronouns
Eye Contact
Matching Geometric Shapes

Uzgiris, I. C. & Hunt, J. M. Assessment in Infancy; Ordinal Scales of Psychological Development. Urbana, Chicago: University of Illinois Press, 1978.

York, R. Minimum Objectives System for Pupils with Severe Handicaps. Burlington, Vermont: Center for Special Education, Special Education Area, University of Vermont, 1977.
USED FOR:
Auditory and Visual Discrimination
Basic Communication Skills

# APPENDIX 4

# BASELINE DATA

## APPENDIX 4
## BASELINE DATA

Collected During the First Three Weeks

| PERSON | PROGRAM | NUMBER CORRECT | NUMBER OF ATTEMPTS |
|---|---|---|---|
| A. P. | Opposites | 2,3,3 | 10,10,10 |
| J. B. | Prepositions | 2,2,2 | 8,8,8 |
| A. B. | Colors | 2,3,3 | 10,10,10 |
| T. B. | Tracking (in seconds) | 0,3,5 | 30 seconds |
| Z. C. | Differentiating sets of "more" | 0,0,0, | 10,10,10 |
| S. D. | Discriminating "circle" | 5,7,7 | 10,10,10 |
| B. D. | Prepositions | 3,4,3 | 8,8,8 |
| J. F. | Differentiating sets with "more" | 3,5,7 | 10,10,10 |
| J. F. | Prepositions | 3,2,2 | 8,8,8, |
| R. C. | Counting | 5,15,15 | 20,20,20 |
| | Adding by ones | 3,4,8 | 20,20,20 |
| C. H. | Prepositions | 4,3,4 | 8,8,8 |
| R. L. | Opposites | 11,9,12 | 20,20,20 |
| L. M. | Counting | 5,7,8 | 20,20,20 |
| | Number recognition | 1,3,7 | 20,20,20 |
| S. L. | Discriminating "circle" | 2,2,5 | 10,10,10 |
| R. O. | Recognition of common objects | 2,3,2 | 10,10,10 |
| J. A. | 2-Block tower | 3,5,3 | 10,10,10 |
| | Block in a cup | 3,2,3 | 10,10,10 |
| T. W. | Discriminating "circle" | 4,6,5 | 10,10,10 |
| N. W. | Attention span (in minutes) | 1,2,10 | 3-30 minutes |
| D. W. | Opposites | 7,3,7 | 20,20,20 |
| C. T. | Attention span (in minutes) | 2,5,3 | 3-30 minutes |

| PERSON | PROGRAM | NUMBER CORRECT | NUMBER OF ATTEMPTS |
|---|---|---|---|
| T. S. | Tactile discrimination "soft" | 2,3,1 | 10,10,10 |
| | Tactile discrimination "hard" | 1,3,4 | 10,10,10 |
| J. R. | Prepositions | 2,1,0 | 8,8,8 |
| E. B. | Meaning of 50 words | 22,16,15 | 50,50,50 |
| | Pronunciation of words | 14,15,16 | 50,50,50 |
| W. R. | Spatial prepositions | 2,0,1 | 8,8,8 |
| D. H. | Spatial prepositions | 2,3,2 | 8,8,8 |
| G. S. | Learning alphabet letters | 16,19,18 | 26,26,26 |
| S. T. | Tracking upward (in seconds) | 0,0,3 | 3-30 seconds |
| | Tracking down (in seconds) | 0,0,0 | 3-30 seconds |
| | Tracking left (in seconds) | 0,0,5 | 3-30 seconds |
| | Tracking right (in seconds) | 0,5,5 | 3-30 seconds |
| M. C. | 2-Block tower | 0,0,0 | 10,10,10 |
| D. M. | 5-Block tower (second step) | 1,4,6 | 10,10,10 |
| T. B. | Tracking musical instruments | 0,0,0 | 30,30,30 seconds |

# APPENDIX 5

## LIST OF REINFORCEMENTS

APPENDIX 5
LIST OF REINFORCEMENTS

| Reinforcements | Number of Subjects |
|---|---|
| Verbal Praise | 30 |
| Magazines | 13 |
| Records/Music | 5 |
| Juice | 4 |
| Cheesepuffs | 2 |
| System 80 Teaching Machine | 2 |
| Rye Bread | 1 |
| Popcorn | 1 |
| Ice Cream | 2 |
| Milk | 1 |

# APPENDIX 6

# PROGRAM NARRATIVES

Team Leader_____

J. F. Teacher_____

LEARNING OBJECTIVES

1. J. will learn 2-spatial prepositions in 2/2 for 2X.
2. J. will recognize 3-spatial prepositions - in, under, on top, 3/3 for 2X, plus transfer.
3. J. will recognize 4-spatial prepositions - in, beside, above, under - 4/4 for 2X plus transfer.
4. J. will recognize 7 prepositions - in, under, on top of, above and in front of, beside - 7/7 for 2X plus transfer.
5. J. will recognize 8 prepositions, 8/8 for 2X, in varied settings and with varied materials.
6. Will follow two step command involving two spatial prepositions.

STRATEGY

J. will be presented with all 8 prepositions, however, she will only be rewarded and praised for the ones that she is presently working on. The objective of this is to give J. an awareness of all 8 prepositions; also, to help her recognize these prepositions under various situations; for transfer.

OUTCOMES

Objective 1 - met 2/15/79
Objective 2 - met 3/22/79
Objective 3 - met 3/29/79
Objective 4 - met 4/12/79
Objective 5 - not met
Objective 6 - not met

Dates of participation - 1/2/79 - 7/12/79
Dates of sessions - 30 minutes
Sessions attended - 19
Sessions missed - 9
Reasons:
1. accessioning learning materials
2. missed - no reason
3. went to dance
4. graduation
5. missed due to behavioral problems
6. ALA Conference
7. no reason
8. professional filming being made

LEARNING MATERIALS BEING USED

Cups and forks, clocks, magazines, records, shelves, table.

PROBLEMS ENCOUNTERED

J. worked well until the beginning of May. As of May 10, she became uncooperative and cried when we started working. As a result, after meeting the 4th objective, we went back to only knowing 5/8 prepositions. We revised the 5th objective as follows: 5/8 prepositions, for two trials, plus transfer.

HOW RESOLVED

In response to problems encountered, we lowered the amount of work and increased the reinforcement schedule in the hope of making the learning situation a more positive one.

Team Leader_____

D. M. Teacher_____

LEARNING OBJECTIVES

1. D. will learn to make a 5-block tower in a back chaining process, starting with the first block last, 10/10 1X.
2. D. will do the second step of the 5-block tower, 10/10 1X.
3. D. will replace all 3 missing blocks of the 5-block tower, 10/10 1X.
4. D. will replace all 4 missing blocks, 10/10 1X.
5. D. will make a 5 block tower, 10/10 1X.
6. D. will work on 3 piece puzzles, 10/10 1X.
7. D. will work on 5 piece puzzles, 10/10 1X.

STRATEGY

D. will back chain a 5 piece block tower starting at the top and working down. He will be reinforced with rye bread for every correct response. D. will later be reinforced for every 2 correct responses. D. will also learn to fit 3 piece puzzles into a form board. Physical guidance is used; as he progresses, physical guidance is decreased.

OUTCOMES

Objective 1 - met 1/25/79
Objective 2 - met 2/22/79
Objective 3 - met 4/5/79
Objective 4 - met 7/12/79
Objective 5 - not met
Objective 6 - met 5/17/79
Objective 7 - not met

Dates of participation - 1/2/79 - 7/12/79
Duration of sessions - 30 minutes
Sessions attended - 16
Sessions missed - 10
Reasons:
1. rescheduling
2. consultation with psycholcgist
3. chicken pox
4. psychology analysis
5. sick
6. in the infirmary
7. sick
8. sick
9. pneumonia
10. pneumonia

LEARNING MATERIALS USED

Blocks, 3 piece and 4 piece and 5 piece.

PROBLEMS ENCOUNTERED

None.

Team Leader_____

S. T. Teacher_____

LEARNING OBJECTIVES

1. Visual tracking in any direction - 4/4 2X for 5 seconds.
2. Track 4 directions - in 20 seconds, as above, 20 seconds.
3. Track 4 directions - in 30 seconds, as above, 30 seconds.
4. Track 4 directions - in 40 seconds, as above, 40 seconds.
5. Look at me-eye tracking in 5 seconds, 2X for 5 seconds.
6. Look at me-eye tracking in 20 seconds, 2X for 20 seconds.
7. Look at me-eye tracking in 30 seconds, 2X for 30 seconds.

STRATEGY

S. is offered a visual stimuli of ice cream to eye track and turn her head. Auditory and visual stimuli used for tracking - keys or ice cream.

OUTCOMES

Objective 1 - met 4/13/79
Objective 2 - met 5/18/79
Objective 3 - met 5/25/79
Objective 4 - met 4/20/79
Objective 5 - met 5/26/79
Objective 6 - met 6/2/79
Objective 7 - not met

Dates of participation - 1/2/79 - 7/14/79
Duration of sessions - 30 minutes
Sessions attended - 20
Sessions missed - 6
Reasons:
1. S. was sick
2. chicken pox
3. missed - no reason
4. labeling
5. missed - Sonja
6. missed - no reason
7. missed - no reason

LEARNING MATERIALS USED

Food, ice cream, keys.

PROBLEMS ENCOUNTERED

Seizure activity.

Team Leader_____

R. G. Teacher_____

LEARNING OBJECTIVES

1. R. will learn to count to 20 - 20/20 1X.
2. R. will add by ones in sequence up to 20, 100% accuracy, 1X.
3. R. will add by ones on a random basis up to 12 - 12/12 1X.
4. R. will add by ones on a random basis up to 20 - 20/20 1X.
5. R. will add by twos in sequence up to 20.

STRATEGY

R. will learn to count to 20 with no hesitation on his fingers. He will then learn to add by ones by first showing him on a physical demonstration and then asking him to "do it in his head".

OUTCOMES

Objective 1 - met 2/22/79
Objective 2 - met 3/20/79
Objective 3 - met 4/10/79
Objective 4 - not met (met 19/20 but missed #13)
Objective 5 - not met

Dates of participation - 1/2/79 - 7/10/79
Duration of sessions - 45 minutes
Sessions attended - 16
Sessions missed - 11

Reasons:
1. wandered around - never made it to Library
2. wandered around - never made it to Library
3. snow
4. no reason
5. refused to come into the Library
6. did not want to come to the Library
7. consultant for Federal Project
8. camp
9. ALA Conference
10. was on a field trip
11. video taping for Federal Project

LEARNING MATERIALS USED

Blocks, bead-O-graph, System 80, calculator.

PROBLEMS ENCOUNTERED

R. tends to hesitate before answering. He also tends to ask irrelevent questions in order to stop the program. He con-

tinually asked to be told what to do.

HOW RESOLVED

R. was not answered when he asked an irrelevant question or asked to be told what to do. He was reinforced for making revisions. His digressions were stopped and work was continued; questions were repeated until R. answered appropriately.

Team Leader_____

T. W. Teacher_____

LEARNING OBJECTIVES

1. T. will learn to recognize a circle 10/10, 2X.
2. T. will learn to recognize a square 10/10, 2X.
3. T. will recognize a square, then a circle within the same session, 10/10 2X.
4. T. will learn to trace these basic shapes, 10/10 2X.
5. T. will learn to recognize a triangle, 10/10 2X.

STRATEGY

T. will be presented with a 2-choice situation. He will be asked to give the circle or square to the trainer - 10X. Throughout the session T. will be reinforced with social praise. At the end of the session, T. will be reinforced with a time to listen to the stereo.

OUTCOMES

Objective 1 - not met
Objective 2 - met 3/9/79
Objective 3 - not met
Objective 4 - not met
Objective 5 - not met

Dates of participation - 1/5/79 - 7/12/79
Duration of sessions - 30 minutes
Sessions attended - 6
Sessions missed - 19

Reasons:
1. no reason
2. snow day
3. accessioning for Grant
4. T. was in the hospital
5. sick in the hospital
6. sick
7. sick
8. sick
9. sick
10. sick
11. sick
12. T. is recuperating at home
13. sick
14. sick
15. on unit - behavior program being developed
16. on unit - behavior program being developed
17. tantrumed
18. Conference for American Library Association
19. no behavioral program

LEARNING MATERIALS USED

Circles and squares of various shapes and sizes, records.

PROBLEMS ENCOUNTERED

T. had considerable illness.

HOW RESOLVED

T.'s love of the record player made this a very powerful reinforcer. However, due to the short time that we worked with T., it is very difficult to measure how effective this reinforcer was in prompting learning.

Team Leader_____

S. L. Teacher_____

LEARNING OBJECTIVES

1. S. will learn to recognize a circle when presented in a 2-choice situation, 10/10 1X.
2. S. will learn to recognize a circle of any shape or size, 10/10 1X.
3. S. will learn to recognize a square when presented in a choice situation, 10/10 1X
4. S. will learn to recognize a square of any given shape or size, 10/10 1X.
5. S. will be able to choose a circle, then a square when asked in a trial situation, 10/10 1X.

OUTCOMES

Objective 1 - met 6/2/79
Objective 2 - met 6/2/79
Objective 3 - not met
Objective 4 - not met
Objective 5 - not met

Dates of participation - 1/4/79 - 7/12/79
Duration of sessions - 30 minutes
Sessions attended - 18
Sessions missed - 9
Reasons:
1. rescheduling
2. missed
3. missed
4. missed
5. x-rays
6. infirmary
7. data technician interview
8. film consultant
9. went to pool

LEARNING MATERIALS USED

Circles and squares of various sizes and shapes and materials. S. was reinforced with juice.

PROBLEMS ENCOUNTERED

S. is left-handed and tends to choose any object that is close and on the left. (70% average for left-hand selection of objects on the left side.) To counteract this tendency, objects had to be moved and presented in various ways. This left handed favoritism and chronic selection of objects on the left side presented

some difficulty in interprating S.'s scores.

HOW RESOLVED

S. was presented the two objects (a circle and a square) in a vertical position (:) the location of the objects was then changed. For every correct response, S. was reinforced with juice. The objects were then presented in a diagonal position (·.) or (.·). The same procedure was continued and S. was given points for every correct response. The objects were then presented in a horizontal or normal position. The same procedure was also applied there.

Team Leader_____

N. W. Teacher_____

LEARNING OBJECTIVES

1. N. will work on several tasks for 30 minutes. Criterion: one 30 minute session.
2. N. will place 6 pegs in a peg board correctly, 6/6 2X.
3. N. will stack 5 blocks, 5/5 2X.
4. N. will match 3 color block patterns, 3/3 2X.
5. N. will match 4 color block patterns, 4/4 2X.

STRATEGY

Initially, N.'s attention span was approximately 5 minutes. We gave her various tasks, in very short time spans, in order to hold her interest. N. was always verbally prompted to look at what she was doing. No physical prompts were used.

OUTCOMES

Objective 1 - met 3/17/79
Objective 2 - met 3/10/79
Objective 3 - met 3/10/79
Objective 4 - met 6/2/79
Objective 5 - not met

Dates of participation - 1/2/79 - 7/12/79
Duration of sessions - 30 minutes
Sessions attended - 19
Sessions missed - 4
Reasons: 1. Easter break
2. missed - no reason
3. camp
4. missed - no reason

LEARNING MATERIALS USED

Peg board, tactile puzzles, blocks, colored blocks, pattern cards.

PROBLEMS ENCOUNTERED

As above.

HOW SOLVED

N. was verbally prompted to continue task and reinforced for each correct response.

Team Leader_____

W. R. Teacher_____

LEARNING OBJECTIVES

1. W. will physically demonstrate his understanding of in and on top of 2/2 2X. Also transfer to other materials.
2. W. will demonstrate his knowledge of in, on top of, and under 3/3 2X. Transfer.
3. W. will demonstrate his knowledge of in, on top of, under, and next to 4/4 2X. Transfer.
4. W. will demonstrate his understanding of 6 spatial prepositions, in, under, on top of, next to, behind, between, 6/6 2X. Transfer.
5. W. will demonstrate his knowledge of 8 prepositions, on, under, on top of, next to, behind, between, in front of, and above 8/8 2X. Transfer.

STRATEGY

W. will be presented with all 8 prepositions, however, only a set number will be worked with and reinforced. As W. progresses, new prepositions will be added. He is reinforced with social praise and juice at the end of the session.

OUTCOMES

Objective 1 - met 2/12/79
Objective 2 - met 4/13/79
Objective 3 - met 5/11/79
Objective 4 - not met
Objective 5 - not met

Dates of participation - 1/5/79 - 7/11/79
Duration of sessions - 30 minutes
Sessions attended - 19
Sessions missed - 7
Reasons:
1. accessioning
2. missed
3. accessioning
4. data collection inservice
5. W. ill
6. graduation
7. W. ill

LEARNING MATERIALS USED

Cups, blocks, forks, books, magazines, the shelves, chair.

PROBLEMS ENCOUNTERED

W. hand-biting and thread pulling behavior interfered with pro-

gramming. Also W. requested to go to the restroom frequently to avoid the learning situation.

HOW RESOLVED

We allowed him to go to the bathroom once during the session. The other requests were denied until he had finished with the program.

Team Leader_____

B. D. Teacher_____

LEARNING OBJECTIVES

1. B. will physically demonstrate his understanding of the prepositions in, and on top of 2/2 2X, with transfer of materials.
2. B. will physically demonstrate his understanding of in, on top of, and under 3/3 2X and transfer.
3. B. will physically demonstrate his understanding of in, under, on top of, in front of 4/4 2X.
4. B. will demonstrate his knowledge of 5 prepositions 5/5 2X; in, under, on top of, in front of, behind.
5. B. will demonstrate 6 prepositions in, under, on top of, between, behind, next to, in front of - criterion of 6/6 2X.

STRATEGY

When verbally presented a preposition, B. is to demonstrate physically the meaning of the preposition. B. is given social praise for each correct preposition. The material and settings are changed to insure transfer of knowledge.

OUTCOMES

Objective 1 - met 3/3/79
Objective 2 - met 3/31/79
Objective 3 - not met (did once 4/4 but not twice)
Objective 4 - not met
Objective 5 - not met

Dates of participation - 1/2/79 - 7/13/79
Duration of sessions - 30 minutes
Sessions attended - 15
Sessions missed - 9
Reasons:
1. scheduling
2. behavioral (tantrumed)
3. went to the pool
4. went to Special Olympics
5. was in time-out
6. went to camp
7. missed
8. went to Special Olympics
9. missed

LEARNING MATERIALS USED

Cup, blocks, forks, books and records, magazines, shelves, chair.

PROBLEMS ENCOUNTERED

Major problem was of non-compliance. B. missed quite a few sessions in a row. The result is that when he returned, we had to begin with three prepositions again.

HOW RESOLVED

B. was kept in the training situation as long as possible and physically prompted to comply.

Team Leader_____

D. H. Teacher_____

LEARNING OBJECTIVES

1. D. will physically demonstrate her knowledge of in front of, and above 2/2 2X plus transfer of materials.
2. D. will do objective 1 for 5 prepositions: in, under, on top of, behind and above 5/5 2X, and transfer.
3. D. will do objective 1 for 8 prepositions: in, under, on top of, behind, above, in front of, next to, between 8/8 2X plus transfer.

STRATEGY

Following a physical demonstration by staff, D. was asked to follow directions containing a spatial preposition. She was praised for a correct answer and enjoyed magazines or records as a reinforcer at the end of the session.

OUTCOMES

Objective 1 - met 3/31/79
Objective 2 - not met, however, D. reached this criterion on 2 separate occasions.
Objective 3 - not met

Dates of participation - 1/2/79 - 7/13/79
Duration of sessions - 30 minutes
Sessions attended - 12
Sessions missed - 11
Reasons:
1. rescheduling
2. field trip
3. field trip
4. field trip
5. accessioning Grant materials
6. Special Olympics
7. missed
8. field trip
9. missed
10. Special Olympics
11. lack of staff

LEARNING MATERIALS USED

Cups, forks, blocks, books, records, chair, table, shelves.

PROBLEMS ENCOUNTERED

D. appeared to prefer working with women.

Team Leader_____

R. O. Teacher_____

LEARNING OBJECTIVES

1. Identify 10 common objects when named, 10/10 1X.
2. Identify 20 common objects when named, 20/20 1X.
3. Identify 20 pictures of common objects when named, 20/20 1X.

STRATEGY

R. is given a two-choice situation with actual objects. He is then asked to give the correct object to the trainer and then rewarded for each correct response. R. is then asked in a two-choice situation to point to a picture of a common object.

OUTCOMES

Objective 1 - not met
Objective 2 - not met
Objective 3 - not met

Dates of participation - 1/2/79 - 7/10/79
Duration of session - 30 minutes
Sessions attended - 10
Sessions missed - 17

Reasons:
1. cancelled - behavior
2. program cancelled due to behavior
3. snow
4. behavioral problems
5. behavioral problems
6. program cancelled until R. has started a behavioral program
7. same
8. same
9. same
10. same
11. lack of staff
12. same
13. same
14. consultant for Federal Grant
15. missed
16. camp
17. ALA Conference

LEARNING MATERIALS USED

Actual objects and pictures of objects, common words: bathtub, bed, chair, toilet, television, table, fork, spoon, cup, glass, knife, banana, plate, apple, orange, shoes, shirt, pants, socks, jacket.

PROBLEMS ENCOUNTERED

R. displayed aggressive, disruptive behavior in the Library setting, His program was cancelled until behavioral control could be achieved. With no behavioral control, R. spent the first 5 sessions aggressing. His program was a complement of unit and school objectives to increase his vocabulary. Although R. did not meet his objectives, it was felt that his inconsistent responses were due to behavioral problems rather than cognitive inability.

HOW RESOLVED

R.'s program was cancelled until he could be brought under behavioral control by the psychologist.

Team Leader_____

E. B. Teacher_____

LEARNING OBJECTIVES

1. E. will pronounce correctly 30 words when they are presented on flash cards, 30/30 1X.
2. E. will explain the meaning of these 30 words, 30/30 1X.
3. E. will increase objective 1 and 2 to 50 words.

STRATEGY

After identifying 50 survival words unknown to E. she was presented with a flash card and asked to say the word. Once this had been accomplished, she was asked for the meaning. Emphasis was placed on having her say full sentences and give brief definitions. E. was reinforced with magazines.

OUTCOMES

Objective 1 - not met
Objective 2 - met 5/5/79
Objective 3 - not met

Dates of participation - 1/5/79 - 7/10/79
Duration of sessions - 30 minutes to 1 hour
Sessions attended - 15
Sessions missed - 8
Reasons:
1. rescheduling
2. no show
3. accessioning
4. Special Olympics
5. no show
6. field trip
7. Special Olympics
8. no show

LEARNING MATERIALS USED

Flash cards.

PROBLEMS ENCOUNTERED

E. sometimes digressed and seemed to have lost attention.

HOW RESOLVED

She was gently led back to the learning situation by repeating the question.

Team Leader_____

D. W. Teacher_____

LEARNING OBJECTIVES

1. In a 2-choice situation D. will demonstrate his understanding of 10 opposites with common objects: young-old, on-off, hot-cold, soft-hard, up-down 10/10 1X.
2. D. will do objective 1 for 20 objects 20/20 1X.
3. D. will do objective 1 for 20 pictures.

STRATEGY

Following staff demonstration, D. was presented with 2 opposite objects. He was then asked to point to one of the opposites. As D. progressed, pictures were used in place of concrete objects, and emphasis was placed on vocabulary expansion. Music and magazines were used as reinforcers at the end of the session.

OUTCOMES

Objective 1 - met 3/10/79
Objective 2 - not met (reached 17/20)
Objective 3 - not met

Dates of participation - 1/5/79 - 7/10/79
Duration of sessions - 30 minutes
Sessions attended - 6
Sessions missed - 17

Reasons:
1. rescheduling problems
2. field trip
3. refused to come
4. field trip
5. accessioning of Grant materials
6. refused to come
7. D. went home for Easter
8. Special Olympics
9. D. went home
10. no show (preferred to watch T.V.)
11. no show
12. field trip
13. field trip
14. refused to come
15. refused to come
16. Special Olympics
17. refused to come

LEARNING MATERIALS USED

Actual objects and pictures.

PROBLEMS ENCOUNTERED

D. frequently refused to come to the Library. D. did enjoy the Library when he participated.

Team Leader_____

L. M. Teacher_____

LEARNING OBJECTIVES

1. L. will learn to count and recognize numbers 1-10, 10/10 2X.
2. L. will learn to count and recognize numbers 1-20, 20/20 2X.
3. L. will learn to add by ones up to 20, 20/20 2X.
4. L. will learn to add by twos up to 20, 10/10 2X.

STRATEGY

L. will be asked to count, using his fingers and books and magazines in the Library. Written form of numbers will be presented to him while he will tell the trainer what they are. L. will then learn to add by ones in sequence. This will be changed as soon as L. can. The system 80 was used as a teaching machine and 1-1 attention. The record player will be used as a reinforcer.

OUTCOMES

Objective 1 - met 3/21/79
Objective 2 - met 5/3/79
Objective 3 - met 5/18/79
Objective 4 - not met

Dates of participation - 1/2/79 - 7/13/79
Duration of sessions - 30 minutes
Sessions attended - 17
Sessions missed - 8
Reasons:
1. refused to come to the Library
2. refused to come to the Library
3. refused to come to the Library
4. meeting with Volunteer Services
5. refused to come to the Library
6. ALA Conference
7. holiday
8. filming for professional tape

LEARNING MATERIALS USED

Pennies, flash cards, system 80.

PROBLEMS ENCOUNTERED

L. is a high-functioning resident; his choice of coming to the Library was left to him. Several times L. elected not to attend. L. also preferred to work with the System 80 instead of the staff.

HOW RESOLVED

L. was asked several times to come to the Library. If he refused, he was allowed not to come. Prior to this program, L.'s visits to the Library were quite frequent; L. came less and less after that. It was felt that to make L. work on his program was interferring with his leisure time activity.

Team Leader_____

T. B. (2)

Teacher_____

LEARNING OBJECTIVES

1. T. will track an object for 5 seconds in the same session in 4 positions; up-down, left-right. She will be able to reach for it when it comes to a stop.
2. T. will do objective 1 for 10 seconds.
3. T. will do objective 1 for 20 seconds.
4. T. will do objective 1 for 30 seconds.

STRATEGY

Although T. gives good eye contact, she had no tracking skill. Using a reinforcer, one trainer stood behind her and moved the cheesepuffs in one of the stated directions. Another trainer recorded whether T. tracked. As she progressed, the trainer moved from behind to the side of her within her visual field. T. did not track because she was too busy with eye contact. By slowly moving forward across her visual field, this problem diminished.

OUTCOMES

Objective 1 - met 3/7/79
Objective 2 - met 4/11/79
Objective 3 - met 5/26/79
Objective 4 - not met

Dates of participation - 1/4/79 - 7/10/79
Duration of sessions - 30 minutes
Sessions attended - 15
Sessions missed - 9
Reasons:
1. rescheduling
2. rescheduling
3. snow
4. chicken pox
5. Project Officer's visit
6. meeting with Volunteer Services
7. T. in restraints
8. ALA Conference
9. misbehaved - session cancelled

LEARNING MATERIALS USED

None.

PROBLEMS ENCOUNTERED

Self-stimulating activity.

HOW RESOLVED

Verbal prompts.

Team Leader_____

G. S. Teacher_____

LEARNING OBJECTIVES

1. Will verbally identify all the letters of the alphabet with 80% accuracy, 1X.
2. Recognize 5 words on sight, verbally and discuss their meaning, 5/5 2X.
3. Recognize 10 words on sight, verbally and discuss their meaning, 10/10 2X.
4. Recognize 15 words on sight, verbally and discuss their meaning, 15/15 2X.
5. Recognize 20 words on sight, verbally and discuss their meaning, 20/20 2X.

STRATEGY

G. had to recognize alphabet letters using various materials. Five functional sight vocabulary words were then taught and were increased by increments of five. Survival words were then presented in a variety of colors, sizes and formats.

OUTCOMES

Objective 1 - met 4/3/79
Objective 2 - met 5/15/79
Objective 3 - met 6/5/79
Objective 4 - not met
Objective 5 - not met

Dates of participation - 1/2/79 - 7/13/79
Duration of sessions - 30 minutes
Sessions attended - 21
Sessions missed - 6
Reasons:
1. class cancelled
2. snow
3. did not show up, went to pool
4. missed, door was locked
5. camp
6. ALA Conference

LEARNING MATERIALS USED

Letter puzzles, functional signs, invarious colors and signs.

PROBLEMS ENCOUNTERED

None.

Comment: G. is highly motivated.

Team Leader_____

C. H. Teacher_____

LEARNING OBJECTIVES

1. To recognize 3 prepositions 3/3 for 2X: in, under, on top of.
2. To recognize 6 prepositions 6/6 for 2X: in, under, on top of, between, behind, beside.
3. To recognize 8 prepositions 8/8 for 2X: in, under, on top of, between, behind, beside, above, in front of.

STRATEGY

C. started with 3 prepositions. All 8 were presented but we only worked and corrected 3. We also presented the task in other contexts. We then added 3 more and finally 2 more. This was done gradually. Also, C. had already started understanding the other prepositions before we ever worked on them. Reinforced with magazines and praise.

OUTCOMES

Objective 1 - met 2/27/79
Objective 2 - met 3/27/79
Objective 3 - not met (met on 7/18 for two consecutive trials)

Dates of participation - 1/2/79 - 7/18/79
Duration of sessions - 30 minutes
Sessions attended - 21
Sessions missed - 6
Reasons:
1. snow
2. went to the pool
3. C. was ill
4. ALA Conference
5. went to the pool
6. professional film being made

LEARNING MATERIALS USED

Cups, forks, clocks, magazines, books, records, table and chair, shelves.

PROBLEMS ENCOUNTERED

None - we enjoyed working with C., he was a fast learner and worked very hard.

Team Leader_____

J. F. Teacher_____

LEARNING OBJECTIVES

1. Recognize a set with "more" 10/10 for 2 consecutive sessions.
2. Recognize a set with "less" 10/10 for 2 consecutive sessions.
3. Transfer knowledge of "more" and "less" to other sets.
4. Mixed presentations of "more" and "less", 10/10 2 consecutive sessions.

STRATEGY

J. was presented with 2 groups of objects. He was asked to point to the group which had more. He was reinforced when he had accomplished 10 trials and given praise for every correct response. The same procedure was used for less. After criterion had been reached for less, we used different groups of materials. We then started presenting more and less within each 10 trial sessions.

OUTCOMES

Objective 1 - met 3/6/79
Objective 2 - met 4/24/79
Objective 3 - met 5/8/79
Objective 4 - meeting this objective 50% of the time

Dates of participation - 1/2/79 - 7/12/79
Duration of sessions - 30-45 minutes
Sessions attended - 18
Sessions missed - 9
Reasons:
1. scheduling problems
2. driving test for van
3. no reason
4. snow day
5. went to the pool
6. Project's consultant visit
7. camp
8. ALA Conference
9. professional video taping

LEARNING MATERIALS USED

Beads, bead-O-graph, cups, forks, pictures.

PROBLEMS ENCOUNTERED

None.

Team Leader_____

J. A. Teacher_____

LEARNING OBJECTIVES

1. J. will stack 2 blocks - 10/10 1X.
2. J. will put a block in a cup - 10/10 2X.

STRATEGY

J. will learn to stack and put blocks in a cup, beginning with physical prompt. As his learning increases, prompts will be faded out. J. is reinforced with ice cream and cheese puffs with social praise.

OUTCOMES

Objective 1 - not met (averaged 40% correct)
Objective 2 - not met (averaged 30% correct)

Dates of participation - 1/2/79 - 7/13/79
Duration of sessions - 30 minutes
Sessions attended - 15
Sessions missed - 12

Reasons:
1. transportation problem
2. insufficient time to program - lack of staff
3. ordering learning material
4. snow
5. chicken pox
6. chicken pox
7. missed
8. missed - sick
9. missed - seizures
10. consultation for Project
11. ALA Conference
12. professional videa taping

PROBLEMS ENCOUNTERED

Our main problem with J. was his seizure activity and sleeping. We feel that J. appeared to be under heavy medication, such as tranquilizers. In most of our sessions with J., we had a hard time keeping him awake.

HOW RESOLVED

Medical Problem

Team Leader_____

J. R. Teacher_____

LEARNING OBJECTIVES

1. To physically demonstrate his understanding of the spatial prepositions - in, under, on top of - 3/3 2X and transfer of setting and materials.
2. To do objective 1 for 5 prepositions - in, under, on top of, above, in front of - 5/5 2X.
3. To do objective 2 for 8 prepositions - in, under, on top of, above, in front of, between, behind, next to - 8/8 2X.

STRATEGY

Although all 8 prepositions were presented to J., only a set number (3, 5, 8) were worked on. Also, we varied the material and the setting, in order to insure transfer. He was reinforced with magazines.

OUTCOMES

Objective 1 - met 4/13/79
Objective 2 - not met (J. was very close to this objective)
Objective 3 - not met

Dates of participation 1/2/79 - 7/14/79
Duration of sessions - 30 minutes
Sessions attended - 20
Sessions missed - 5
Reasons:
1. went to dance
2. missed - never showed up
3. missed - never showed up
4. special olympics
5. missed

PROBLEMS ENCOUNTERED

J. seems to be a very nervous individual. During the sessions, we would usually take breaks to help him calm down. For the most part, J. was a good worker.

Team Leader_____

S. D. Teacher_____

LEARNING OBJECTIVES

1. S. will recognize a circle and give it to the trainer in a two choice situation - 10/10 1X.
2. S. will recognize a square in a two choice situation 10/10 1X and transfer to other squares and circles.
3. S., in a two choice situation, will either recognize a square or a circle - 10/10 1X.

STRATEGY

When presented with 2 shapes, S. will be told to give to the trainer the circle/square - he will be reinforced with praise and music at the end of the session. S. will at first only work with the circle. As he reaches criterion, he will be asked to work with the square and finally asked to work with either. Various types of circles and squares being used.

OUTCOMES

Objective 1 - met 6/21/79
Objective 2 - not met (met 60% of the time)
Objective 3 - not met

Dates of participation - 1/2/79 - 7/11/79
Duration of sessions - 30 minutes
Sessions attended - 16
Sessions missed - 11
Reasons:
1. rescheduling
2. lack of staff
3. missed
4. infirmary
5. infirmary
6. sick
7. sick
8. infirmary
9. Data Technician interview
10. film consultation
11. infirmary

LEARNING MATERIALS USED

Circles and squares made out of felt, wood, board, plastic, and various colors.

PROBLEMS ENCOUNTERED

S. missed quite a few sessions due to illness. We feel that all

objectives would have been met had S. been able to attend more.

HOW RESOLVED

Medical problem.

Team Leader_____

Z. C.

Teacher_____

LEARNING OBJECTIVES

1. Z. will learn to identify a set with "more" 10/10 2X and transfer.
2. Z. will learn objective 1 for "less" 10/10 2X.
3. Z. will differentiate "more" and "less" in a 2-choice situation within the same session 10/10 2X.

STRATEGY

Z. is presented a 2-choice situation with 2 sets (beads, shells, blocks, spoons, etc.). When asked, he is to point to the correct set. He is praised for a correct answer and given juice and the chance to put the material away at the end of the sessions.

OUTCOMES

Objective 1 - not met (reached 10/10 1 time on 4/4/79)
Objective 2 - not met
Objective 3 - not met

Dates of participation - 1/2/79 - 7/10/79
Duration of sessions - 30 minutes
Sessions attended - 20
Sessions missed - 5
Reasons:
1. rescheduling
2. grant office visit
3. meeting with Volunteer Services
4. missed
5. ALA Conference

LEARNING MATERIALS USED

Bead-O-graph, blocks, shells, forks.

PROBLEMS ENCOUNTERED

Z. usually tried to "arrange" to his satisfaction what was presented to him. He also had a tendency to use both hands although he definately showed a right-hand preference.

HOW SOLVED

The bead-O-graph was used. Since the blocks were strung on poles, Z. could not remove and rearrange them. Z. was encouraged and physically prompted to use the right hand.

Team Leader_____

R. I.

Teacher_____

LEARNING OBJECTIVES

1. R. will recognize 6 polar opposites in solid objects for 2 consecutive trials.
2. R. will recognize 10 polar opposites in solid objects 10/10 2X.
3. R. will recognize 20 polar opposites in solid objects 20/20 2X.
4. R. will recognize 20 polar opposites in pictures 20/20 2X.

Polar opposites: young-old, on-off, full-empty, hot-cold, rough-smooth, tall-short, happy-sad, soft-hard, dirty-clean, up-down.

STRATEGY

R. will start with 6 polar opposites. After several sessions, he will be asked to give to the trainer the correct object picture. All opposites will be presented in a 2-choice situation. In the beginning, opposites were presented in sets; they were later presented at random in a 2-choice situation.

OUTCOMES

Objective 1 - met 3/6/79
Objective 2 - met 3/13/79
Objective 3 - met 4/10/79
Objective 4 - not met (13/20 average)

Dates of participation - 1/2/79 - 7/12/79
Duration of sessions - 40 minutes
Sessions attended - 19
Sessions missed - 8

Reasons:
1. wandered around - unit attempted 3 times to send him
2. class cancelled
3. snow
4. did not show up to the Library
5. consultant for Project visiting
6. American Library Association Conference
7. camp
8. professional video taping

LEARNING MATERIALS USED

Any object that would show opposites. Cards with pictures of opposites.

PROBLEMS ENCOUNTERED

R. has a tendency to let his mind wander and block out the task.

He also showed an increase in his behavior towards the end of a session. (Approximately 20 minutes into the session)

HOW RESOLVED

We compensated for this particular problem by giving R. short breaks and leading him back to tasks. Breaks were spaced at 10 minute intervals.

Team Leader_____

C. T. Teacher_____

LEARNING OBJECTIVES

1. To increase C.'s attention span and working time to 20 minutes. Criterion: 1 - 20 minute session.
2. To increase C.'s eye-hand coordination by placing pegs in a peg board 4/4 2X.
3. Increase dexterity by putting small blocks in a cup 10/10 2X.
4. Increase dexterity and eye-hand coordination by stacking 2 blocks 10/10 2X.

STRATEGY

Although C. initially demonstrated fair tracking skills and dexterity, he was not able to coordinate the two. C. had limited attention span and would either attempt to leave or urinated during programming. Our first objective was to capture C.'s attention by giving him varied tasks to increase his eye-hand coordination. C. worked on approximately 2 or 3 tasks within each programming session. He was physically prompted and verbally told to look at what he was doing.

OUTCOMES

Objective 1 - met 3/10/79 (after this date, C. increased his working time to 30 minutes)
Objective 2 - not met
Objective 3 - met 6/16/79
Objective 4 - not met

Dates of participation - 1/5/79 - 7/13/79
Duration of sessions - from 5 minutes to 30 minutes
Sessions attended - 18
Sessions missed - 5
Reasons:
1. C. went home
2. Easter
3. missed - self-stimulating behavior
4. self-stimulating behavior prevented programming
5. self-stimulating behavior prevented programming

LEARNING MATERIALS USED

Blocks, cups, peg board.

PROBLEMS ENCOUNTERED

In addition to frequent occurrences of self-stimulation behavior, C. was often quite sleepy and not very motivated.

HOW RESOLVED

See strategy. We also kept C. in each session as long as possible.

Team Leader_____

T. S. Teacher_____

LEARNING OBJECTIVES

1. T. will differentiate in a two choice situation using various types of materials, the "soft" object - 10/10 1X.
2. T. will do objective 1 for "hard" - 10/10 1X.
3. T. will sort all the soft ones in a 4 object situation - 10/10 1X.
4. T. will sort all the hard ones in a 4 object situation - 10/10 1X.

STRATEGY

T. will be presented with various fabrics and other materials and be asked to give the soft/hard object. He is reinforced for every correct trial.

OUTCOMES

Objective 1 - met 5/3/79
Objective 2 - not met (average 50% correct)
Objective 3 - not met (average 50% correct)
Objective 4 - not met (average 50% correct)

Dates of participation - 1/2/79 - 7/13/79
Duration of sessions - 30 minutes
Sessions attended - 16
Sessions missed - 8
Reasons:
1. rescheduling
2. rescheduling
3. missed
4. Project Officer visit
5. Volunteer Services meeting
6. T. sick
7. ALA Conference
8. missed

LEARNING MATERIALS USED

Cotton, linen, cork, nerf ball, rock, wood chip, denim, sea shell, leather, etc.

PROBLEMS ENCOUNTERED

T. at first refused to touch most of these fabrics; when he did, he would smell them and throw them at the trainer. T. had difficulty handling these objects due to his tactile defensiveness.

HOW RESOLVED

Learned to tolerate most objects next to his skin. We would rub the various objects on his arm and would put them in his hands and keep his hands shut.

Team Leader_____

T. B. (1) Teacher_____

LEARNING OBJECTIVES

1. T. will look up for a minimum of 5 seconds and track a musical instrument - maracas, wristbells, rattle, squeeze toy, bell - 10/10 1X.
2. T. will make eye contact with all of the musical instruments when presented in the lower portion of his visual field - 10/10 1X.
3. T. will do objective 2 for the left side of his visual field - 10/10 1X.
4. T. will do objective 2 for the right side of his visual field - 10/10 1X.

STRATEGY

Since T. had no response to auditory stimuli, 5 different types of instruments were used to help him track auditory sound. The objects were played within his visual field and within reaching distance of T. He was reinforced for looking at the instrument as it played.

OUTCOMES

Objective 1 - not met (reached 9/10 on 6/30/79)
Objective 2 - not met (reacher 9/10 on 6/30/79)
Objective 3 - not met (reached 9/10 on 6/2/79)
Objective 4 - not met (reached 9/10 on 5/26/79)

Dates of participation - 1/4/79 - 7/10/79
Duration of sessions - 30 minutes
Sessions attended - 12
Sessions missed - 11
Reasons:
1. T. was sick
2. rescheduling
3. T. was sick
4. same
5. same
6. same
7. missed for no reason
8. missed for no reason
9. missed for no reason
10. lack of staff
11. toileting problem

LEARNING MATERIALS USED

Maracas, wrist bells, squeeze toys, bell, rattle.

PROBLEMS ENCOUNTERED

T. often appeared to be ill or very tired during each session.

Team Leader_____

J. B. Teacher_____

LEARNING OBJECTIVES

1. J. will physically demonstrate his understanding of the spatial prepositions: in, under, on top of 3/3 2X plus transfer of materials and setting.
2. J. will do objective 1 for in, under, on top of, and above 4/4 2X.
3. J. will do objective 1 for in, under, on top of, above, next to, between 6/6 2X.
4. J. will do objective 1 for 8 prepositions.

STRATEGY

Following demonstration by staff, J. was asked to demonstrate a spatial preposition. He was reinforced with praise and free time with the record player at the end of the session. The materials and setting were changed to insure transfer.

OUTCOMES

Objective 1 - met 5/11/79
Objective 2 - met 6/1/79
Objective 3 - not met
Objective 4 - not met

Dates of participation - 1/2/79 - 7/10/79
Duration of session - 30 minutes
Sessions attended - 19
Sessions missed - 7
Reasons: 1. rescheduling
2. accessioning of materials
3. J. had oral surgery
4. data collection inservice
5. camp
6. camp
7. camp

LEARNING MATERIALS USED

Cups, forks, blocks, magazines, records, chair, table.

PROBLEMS ENCOUNTERED

J. frequently got up to rearrange the room to his satisfaction.

HOW SOLVED

J. was brought back to the training situation.

## APPENDIX 7

## QUESTIONNAIRE FOR THE U.S. OFFICE OF EDUCATION LIBRARY GRANT

QUESTIONNAIRE FOR THE U.S. OFFICE OF EDUCATION
LIBRARY GRANT

Please circle appropriate answer and comment where noted.

1. Is the program that we have conducted in concert with your objectives for _____?

   Never  Almost never  Sometimes  Usually  Always

2. Has the progress which we have attained in the Project also been observed in your settings?

   Never  Almost never  Sometimes  Usually  Always

3. Have you observed any other gains?

   a) Exposure to a new setting.  b) One to one attention.

   c) Other comments: _____

   _____

   _____

4. Do you feel that the Project has increased your participant's awareness or increased his use of the NVTCMR Library?

   Yes  No  Please comment: _____

   _____

   _____

5. Based on your experience with this particular Project, do you perceive this program that we have implemented as a viable one for severely and profoundly retarded clients?

   Yes  No  Please comment: _____

   _____

   _____

6. Have you experienced any difficulties in helping us implement this Project?

   Yes  No  If yes, what were they?  a) Scheduling
   b) Transportation
   c) Other: _____

7. Do you feel that the trainers involved were well trained and able to work with _____?

   Yes  No  If no, why not? _____

   _____

   _____

8. Did you have any difficulties with the training involved in the program?

   Yes  No  If yes, what were they? _____

   _____

   _____

9. Would you, or have you done a similar program with this particular participant or any other client?

   With this participant:  Yes  No
   With others:  Yes  No
   Comments:  If not, why not? _____

   _____

   _____

10. Do you have the staff or the time to do a similar program with this client?

    Yes  No

11. Should a continuation of this particular program be available through library volunteers, would you arrange for _____ to continue?

    Yes  No

12. Would you want more of your residents/students to be involved in a continuation of this Project?

    Yes  No  Please comment: _____

    _____

    _____

13. Do you feel that the Project has heightened your awareness or increased your use of the NVTCMR Library?

Yes No Please comment: _____

_____

_____

14. Would you want an inservice for the staff on the teaching strategies and the learning materials used?

Yes No Please comment: _____

_____

_____

15. Please share any other comments, suggestions, ideas you may have on the Library, services to residents, etc., etc.

_____

_____

_____

_____

_____

_____

## APPENDIX 8

## VOLUNTEER EVALUATIONS

LIBRARY GRANT PROGRAM
VOLUNTEER EVALUATION OF THE
PROGRAM

1. Do you feel that the programs are well suited to the residents that you have worked with?

2. Do you feel that the training you have received from the Library staff has helped you conduct programs with the residents?

3. How could the relationship between staff and volunteer be strengthened?
   a) Between Library staff and volunteer:

   b) Between residential staff (unit staff) and volunteer:

4. Do you feel any personal gains from your volunteering in the Library?

5. Have you any ideas or suggestions on how the volunteers could be trained, programs could be conducted, etc.?

6. Do you feel that the Library staff allowed you to become as involved as you wanted with the residents and the Library Program?

Please give any suggestions, comments, snags, in the Library Grant Program that you have observed or would like to see improved.

LIBRARY GRANT PROGRAM
VOLUNTEER EVALUATION OF THE
PROGRAM

1. Do you feel that the programs are well suited to the residents that you have worked with?

   Yes, very much so.

2. Do you feel that the training you have received from the Library staff has helped you conduct programs with the residents?

   Yes, Sonja and Margaret were very helpful and still are.

3. How could the relationship between staff and volunteer be strengthened?
   a) Between Library staff and volunteer:

      Really no need for improvement, they are very interested and helpful.

   b) Between residential staff (unit staff) and volunteer:

      Most of the staff is helpful but because they don't know us and what we're trying to do they don't make many suggestions.

4. Do you feel any personal gains from your volunteering in the Library?

   Yes, I've learned alot and get much personal satisfaction.

5. Have you any ideas or suggestions on how the volunteers could be trained, programs could be conducted, etc.?

   The way we do it now is the most helpful and informative.

6. Do you feel that the Library staff allowed you to become as involved as you wanted with the resident and the Library Program?

   Yes, they encourage involvement and help you to do what you think best.

Please give any suggestions, comments, snags, in the Library Grant Program that you have observed or would like to see improved.

I think the Library is very organized and the staff very helpful to volunteers!

LIBRARY GRANT PROGRAM
VOLUNTEER EVALUATION OF THE
PROGRAM

1. Do you feel that the programs are well suited to the residents that you have worked with?

   Yes, I do. They worked out just fine. We got great response out of the residents. (I'm glad the residents got the chance?)

2. Do you feel that the training you have received from the Library staff has helped you conduct programs with the residents?

   Sonya and Bob explained each kid and their program to me in full: How to get them to respond, what to say, what kind of contact do you use toward the.....

3. How could the relationship between staff and volunteer be strengthened?
   a) Between the Library staff and volunteer:

      No-just great! Margaret, Sonya, and Bob have all been terrific people, advisors, and friends.

   b) Between residential staff (unit staff) and volunteer:

      (6A and 6C) The units of my kids which I program have really tried hard in getting the kids to the library on time but I know they wish to have more kids sent to the library for special programming, because of the lack of attention the kids get from the staff.

4. Do you feel any personal gains from you volunteering in the Library?

   Oh yes! I always feel as though I've accomplished something and that I'm helping these kids as best I can. But sometimes I feel I just can't do enough.

5. Have you any ideas or suggestions on how the volunteers could be trained, programs could be conducted, etc.?

   Not at the time! First you need more volunteers so they can continue the programs that have already been started.

6. Do you feel that the Library staff allowed you to become as involved as you wanted with the resident and the Library Program?

   Oh yes! Besides programming, I'd try to make them laugh or respond to something I say. I feel all the residents need at least 10 minutes a day of extra loving care!?

Please give any suggestions, comments, snags, in the Library Grant Program that you have observed or would like to see improved.

I would just like to see these programs furthered and each resident to be able to go through a program. (I'll do my best to see that at least a few of the residents are fortunate to be put through such a fortunate and wonderful set of programmings.)

I first want to thank you for letting me be a part of the NVTC Library Grant Program. The residents who participated in these programs were more fortunate than they'll ever know. This Grant has really made me consider about going into the field of Special Ed and the care of mentally retarded. Let's hope one day I can help them even more than I already have.

Please give Margaret, Sonya, and Bob the biggest recommendation or thanks possible. They're terrific people!

Thanks-again!!

LIBRARY GRANT PROGRAM
VOLUNTEER EVALUATION OF THE
PROGRAM

1. Do you feel that the programs are well suited to the residents that you have worked with? Yes

2. Do you feel that the training you have received from the library staff has helped you conduct programs with the residents? Yes
   I also felt that the training I received from the library staff was much more helpful and pertinate than that which I received from the original orientation. (Volunteer Services)

3. How could the relationship between staff and volunteer be strengthened?
   (a) Between library staff and volunteer: time and experience.

   (b) Between residential staff (unit staff) and volunteer: time and experience.

4. Do you feel any personal gains from your volunteering in the Library?
   Of course! I have a better understanding of the people and better appreciation for the staff who work and help them.

5. Have you any ideas or suggestions on how the volunteers could be trained, programs could be conducted, etc.? I think more time should be spent training in the individual unit and not so much in orientation (although both are necessary). Maybe the first time or second could be spent just observing the residents.

6. Do you feel that the library staff allowed you to become as involved as you wanted with the resident and the Library Program? Yes, very!

Please give any suggestions, comments, snags, in the Library Grant Program that you have observed or would like to see improved.

I think the Library Grant Program was a good idea and hope that libraries of this kind will become a common facility in this and other institutions. It gives residents a chance to learn in more interesting ways. Library's should be available to all types of people.

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